

THE LINGUISTIC FOUNDATIONS OF LEADERSHIP  
THROUGH ACTIONABLE CONSENSUS

BY

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DISSERTATION

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## ABSTRACT

This dissertation explores the dynamics of consensus building and leadership during a consulting organization's Senior Leadership Team meetings. By incorporating ethnography with discourse and corpus analyses, I focus on the discursive strategies which drive building actionable consensus. In so doing, I show the linguistic and communicative resources employed in building actionable consensus, allowing for a more complete understanding of both team dynamics and leadership.

A large degree of scholarly work has focused on the language of leadership in business settings. These studies fall largely into two camps, one focusing on the display of leader-like identities through discourse and another focusing on the emergence of leadership as a semiotic action which is co-constructed in and through interaction. Both camps have areas to contribute to this literature, though both also have their drawbacks. This study examines both camps and narrows down the focus of leadership to include the building of actionable consensus through interactions.

In this dissertation, I address the gaps in studies of the language of leadership by focusing on the ways in which actionable consensus is built. This utilizes methodology developed by Wodak et al. (2011), which incorporates discourse analysis with ethnography and corpus linguistics. By drawing from both quantitative and qualitative analysis, I emphasize a holistic view of leadership as the act of leading, while simultaneously focusing on how that leadership occurs within the context of building actionable consensus.

The data for this analysis is drawn from 13 audio-recordings of Senior Leadership Team meetings of a consulting organization. The team is composed of 15 people, each of whom plays a role of leadership within the larger consulting organization. These meetings are primarily

conducted for strategic planning and organizational improvements. In addition to these audio-recordings, the study also includes extensive ethnographic and biographical observations of the organization and the individual participants.

Appealing to both linguistic and leadership literature, I argue that leadership is directly observable in instances where actionable consensus is built and achieved. Using Wodak et al. (2011) and their methodology for examining the building of actionable consensus, I highlight the linguistic and communicative features which are discursively utilized. I show that these features are co-constructed in discourse and not exclusive to any one individual. I further argue that leadership is the discursive act of proposing a solution to a problem which is subsequently accepted (consensus) by other members of the group.

This dissertation shows the ways in which using a combination of Action Implicative Discourse Analysis, corpus linguistics, and ethnographic analysis can offer sufficient theoretical mileage to analyze the co-creation of actionable consensus and the moves of leadership that occur therein. Future research can take a number of different approaches. One suggestion is research which will better describe the role of topic of discussion and its impact on the five discursive strategies discussed in this work. Another potential line of inquiry would examine the role(s) taken on by a single individual, asking how they use the discursive strategies based on varying contexts and conversations.

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This work is dedicated to all those who wish to make an impact in the world around them. True leadership is seen when you serve and bless the lives of those around you.

“May you ever choose the harder right.”

Thomas S. Monson

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## CHAPTER 1 - INTRODUCTION

### 1.1 Overview

In 2014, it was reported that U.S. corporations increased their spending on leadership development by 14%, with the grand total coming to an estimated \$15.5 billion dollars annually<sup>1</sup>. With such an emphasis, one would think that the concept of leadership is well defined and easily understood. However, this is not the case, as can be seen in the number of scholarly articles which are produced around the topic on a regular basis. It can be calculated that, over the past two years (as of February 1, 2017, when writing this) a new article on leadership (including books) has been produced every six minutes<sup>2</sup>. In these examples, we learn that leadership is both a highly sought after trait, which many will pay large sums of money to develop, while also serving as a topic of scientific inquiry which has much to offer and which many still don't fully understand.

The concept of leadership can be approached from a number of unique definitional standpoints. For some scholars, including some linguists, 'leadership' can be considered anything done by a leader, or rather one who carries an institutionalized role of leader (see Baxter, 2010 for this approach). Others, including myself, view 'leadership' as the action of leading others. In this perspective, we find a number of linguistic scholars who take the social constructionist approach by considering the action of 'doing leadership' as something that is emergent within the interaction (see Fairhurst, 2001 for a description of this). Both of these viewpoints provide value, yet both tend to have difficulties in providing a true solution to an underlying question – "What are the linguistic fundamentals of leadership?"

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<sup>1</sup> As per the Leadership Development Factbook 2014: Benchmarks and Trends in U.S. Leadership Development. Bersin by Deloitte

<sup>2</sup> Calculating from the total of 88,600 articles and books produced on leadership since January of 2014 as per Google Scholar.

This research presents a novel view of the linguistic attributes of leadership by examining one element that can contribute to the occurrence of leadership, building actionable consensus. By studying interactions within the institutionalized setting of a consulting practice's senior leadership team meetings, I intend to better define and understand the linguistic underpinnings of building actionable consensus as it plays a part in how leadership is enacted. While there is extensive research which has attempted to show the linguistic structures of leadership as an element of social influence, in this dissertation I propose examining leadership as a semiotic (meaning-making) action that is taken by an individual as they work within a group to build consensus around an action. This appeals to the concept of social constructionism which suggests that leadership is not an action that is restricted to those who are 'authorized' by the institution to lead. Rather, if leadership truly is the object of social construction, it ought to be co-constructed by all participants, including those who are not institutionally defined as 'leaders' within the interactional context. Furthermore, the field of inquiry which considers the linguistic moves made in achieving consensus in particular, is still largely understudied. The approach taken in this research promises a unique perspective on leadership in particular, as it considers how individuals make semiotic moves which influence action in themselves and others.

This particular study also offers a unique perspective which combines three important areas of linguistic research: discourse within groups, discourse within institutions, and theories of linguistic consensus building. In order to describe the linguistic and communicative features which are used in the semiotic act of consensus building, I will examine a series of interactions, in the context of a board-room meeting, between senior managers of a consulting organization. In this study, I focus my attention on a primary question, "What are the linguistic and discursive strategies used in building and achieving actionable consensus?" In order to adequately show the

structure which embodies the action of arriving at an actionable consensus, I will need to determine those moments when actionable consensus is achieved and then examine the linguistic features which are employed to such an effect. In this, I consider actionable consensus building as an action that is jointly constructed through interaction and reaction, where consensus is achieved regarding a specific action and where that consensus is understood based on the interactions and reactions.

## **1.2 Significance of Research**

Though research that considers the discourse of leadership is not relatively new, the proposed approach of determining the linguistic features which are used in actionable consensus building, both as it is performed by an individual in an act of leadership and as it is performed by groups, will provide new insights into theories of emergent identities, particularly where those identities emerge as a function of interactions among peers within institutional contexts. Many studies view leadership as a display of ‘leader-like’ traits such as power or dominance in the construction of an identity. However, I argue that leadership is not simply about displays of ‘leader-like’ traits, nor is it exclusive to the behavior of those with institutionally defined titles within the context of the group. Leadership, I argue, is a semiotic action that is emergent in and through interaction, where an individual constructs a frame through which others subsequently operate.

Scholars from the field of leadership communication typically describe leadership as an action conducted by those select individuals with institutionally defined leadership roles (see Kirkpatrick & Locke, 1991 for example). They often describe situations in which effective leadership is required (Blanchard et al., 1985) or they emphasize the approaches leaders might

take to lead in different contexts (Kalma et al., 1993). This view considers leadership as a process of social influence, with the “tendency to see leadership as whatever it is that a leader does” (Drath & Palus, 1994: 18). Those scholars who focus on the communication of leaders do so by limiting their descriptions to the differences and similarities in communicative styles of leaders, showing either the discursive styles of well-known leaders, such as John F. Kennedy Jr., Mahatma Gandhi, or Nelson Mandela (Charteris-Black, 2007), or the discursive differences between men and women in leadership roles (see, again, Baxter, 2010). In contrast, this study first considers leadership in the sense of Smircich & Morgan (1982: 257), as a process “whereby one or more individuals succeeds in attempting to frame and define the reality of others.” Further, by considering leadership as that semiotic action which occurs as individuals guide others through their definition of the reality, it can thusly be defined as an act of consensus building, where that consensus relates to a future action (hence, actionable consensus). With this in mind, the above proposed research question - “What are the linguistic and communicative features which are used to successfully build consensus?” - will need to consider those features as they are used within a community of practice in effort to build a consensus which leads to action (actionable consensus).

Methodologically, this research benefits from the theoretical framework of discourse analysis. The data for this research relies heavily on situations of semiotic action, namely as identities are co-constructed in team attempts at gaining consensus and achieving some goal. For this reason, my research will follow the theoretical framework implemented by Wodak, et al. (2011) as they attempted to show certain discursive moves which they associated with consensus building by leaders. As I work to verify the validity of this framework with novel data, I will be employing a sub-functional approach of discourse analysis known as Action-implicative

Discourse Analysis. This particular mode of doing discourse analysis provides all of the theoretical mileage gained by discourse analysis, namely the examination of naturally occurring discourse while including ethnographic detail, while placing added focus on displays of identity which are action-implicative (Tracey, 2003). This is particularly beneficial given the data for this research, namely those moments of actionable consensus. I will examine the discourse of a number of board-room meetings of the senior leadership team of a consulting organization. In observing these interactions, it is important to note the unique topics of conversation which lead to moments of actionable consensus. By studying the different discursive strategies taken by individuals in varying topics of conversation, this research will better define what actionable consensus building looks like while also showing how individuals contribute to said consensus. It is also important to note that this study focuses on the emergence of leadership within the context of this particular business setting. Because this research focuses exclusively on the interactions within one community of practice, I remain agnostic as to the applicability of the claims made here to other situations or scenarios.

### **1.3 Research Questions**

The purpose of this research is to define which linguistic and communicative features play a role in the semiotic action which is consensus building while also considering how consensus building plays a role in ‘doing leadership’. In order to best conduct this research, I will first consider how building consensus is a social process which is involved in meaning-making rather than merely a social influence exerted by one or more individuals (Drath & Palus, 1994). The question which guides this initial line of inquiry is, “What are the linguistic resources used by individuals to build an actionable consensus?” I then propose delving deeper into the line of

inquiry as to the connection between building actionable consensus and leadership, namely by asking “To what extent is actionable consensus built by an individual versus unique members of a group?” and “Are there any differences between actionable consensus as it is built by an individual versus group members all contributing to said consensus?” These questions will then guide the understanding of how consensus building can be considered one part of enacting leadership, showing that leadership is a co-constructed semiotic action that can be observed in building actionable consensus. I argue that leadership can be performed by individuals from within a collective group, irrespective of roles or titles. Thus, this research will examine the linguistic and communicative features of interaction which offer a better understanding of the relationships between “various social processes (power, authority, leadership) to one another” (Drath & Palus, 1994: 6).

#### **1.4 Structure of Dissertation**

This dissertation is organized in the following way. Chapter 2 offers a review of the relevant literature which will assist in answering the above questions. I will begin by describing the linguistic co-construction of identities, stance-taking, the use of frames, and other research which is relevant to the study of discourse in groups. I will then consider definitions of leadership from various sources, considering multiple studies on leadership as each relates to communicative interactions, followed by an examination of studies which emphasize consensus building within groups. I will conclude that chapter by examining the approach taken by Wodak et al. (2011) and determining if their proposed approach sufficiently describes the semiotic action of consensus building as done within a group. Following a review of the literature, I will introduce the methodology (Chapter 3) for this study, including the framework within which I

will analyze the data, as well as a discussion of the general research and analysis that was conducted. Each subsequent chapter will include further description of the data and framework of operation as needed. Chapter 4 will examine the five discursive strategies proposed by Wodak et al. (2011) in order to determine if these strategies are sufficient to describe what is actually happening. In Chapter 5, I will examine the individuals who work to build consensus in a group, attempting to determine how they vary in their contributions and how those variations impact arrival at consensus. Following the examination of the individual, I will spend the entirety of Chapter 6 asking how leadership plays a role within the building of actionable consensus, ultimately defining what leadership is and where it can be seen within the contexts described here. Chapter 7 will conclude this study with an overview of the findings as well as a discussion.



## **CHAPTER 2 - LITERATURE REVIEW**

### **2.1 Introduction**

This research operates under two core assumptions which are guided by Dutton and colleagues (2009) in their introduction to ‘Exploring Positive Identities and Organizations’. The first assumption under which this research takes shape is that individual identity is shaped and formed by social context through interaction. This assumption is guided by the field of sociolinguistics in which identity is shown to be “a discursive construct that emerges in interaction” (Bucholtz & Hall, 2005: 587). The second assumption is that identity work is an integral part to studies of language use within organizations. This assumption is guided by the extensive literature which considers identity work as a semiotic function of defining entities within an organization (Gecas, 1982; Dutton et al., 2010; Kihlstrom & Klein, 1994).

### **2.2 Identity and identity work**

This first assumption seeks to address one view of identity as something which is largely internal to each individual. Though it is true that one’s internal concept of self plays a part in understanding identity, linguistic research has shown that it is only in and through language use that these internal concepts of self obtain a life (Gumperz, 1982). However, not only is identity best observed in and through interaction, it is “constituted through social action, and especially through language” (Bucholtz & Hall, 2005: 588). Bucholtz & Hall (2005), for example, showed that identity is a construct of interaction, having been constructed conjointly by both the individual whose identity it is and their interlocutor. In this, identity is a structure of sorts which is emergent in and through action (Hymes, 1967). Because of this, linguistic interactions in which identity is constructed will be called ‘identity work’ (Roberts & Dutton, 2009).

Identity work has been shown to occur throughout all levels of a discursive interaction, though predominantly in the boundary moments of interaction (LeBaron et al., 2009). For example, Akinnaso & Ajitutu (1982) showed that identity work is done through performance, Bhatt (2008) showed that identity work can occur through code-switching, and Ochs (1993) considered how identity work is done through “verbally performing certain social acts and verbally displaying certain stances” (p. 288). These two displays (social acts and stance) are intertwined, as was shown by Bucholtz & Hall (2005) when they explained that “identity is the social positioning of self and other” (p. 586).

Stance is largely understood as relating to the linguistic methods used to indicate and signal the triangulation of relationships between the speaker, the proposition they express, and the individuals with whom they are interacting (see du Bois, 2007 for description of this triangulation and Johnstone, 2009 for further understanding of this concept of stance). Some early research on stance (Biber & Finegan, 1989) examined the linguistic features that indexed evidentiality (the source of knowledge and degree of certainty for a speaker) and affect (the attitude or emotion brought to an utterance by a speaker). Others (Hunston & Thompson, 2000) focused on the linguistic features of a speaker’s ‘evaluation’ of the topic of discussion, showing that any evaluation can have three functions: expressing the speaker’s opinion of a topic, influencing the interlocutor’s opinion of the topic, as well as organizing the discourse itself. Johnstone (2009) further specified that said evaluations may include linguistic markers such as negation, comparative adjectives, as well as adverbs of degree.

Goffman (1981) focused on the interactional side of stance moves by showing how changes in stance (what he termed ‘footing’) are indicative of both interactional boundary moments (e.g. - instances of coming/going) as well as conversational shifts (e.g. - changes in

topic). Examples of these types of shifts include: direct or reported speech, selection of a recipient, interjections, repetitions, personal directness and/or involvement, emphasis, and the distinguishing of topic or subject (p. 127). Thus, these linguistic features can be used in part to better identify moments when a stance functions to influence another's opinion of a topic. This particular function bears remarkable semblance to acts of leadership, where an individual attempts to guide or direct a group.

### **2.3 Dominance and Turn-Taking**

Many considerations of identity work focus on the displays of personal traits in the interaction (e.g. - Jenkins, 1996). Some of these personal traits include power (Brown & Gilman, 1960; Locher, 2004), intelligence (Bennis & Nanus, 1985), self-confidence (Baxter, 2011), and integrity (Larrimore et al., 2011). Power can be considered on its own, as a non-reciprocal relationship where one has superiority over another (Brown & Gilman, 1960). However displays of power in interaction are better understood in terms of dominance, as power by itself does nothing to imply elements of mutual respect or prestige (Locher, 2004; Dunbar & Burgoon, 2005). Dominance, as “the behavioral manifestation of power” (ibid., 208), can play two roles. Kalma and colleagues (1993) showed that dominance can be displayed in either sociable ways (i.e. - Attempting to relate with and include others) or in aggressive ways (i.e. - Interrupting others and engaging in less social interaction). In their study, they correlated the degree of perceived leadership with degrees of sociable and aggressive dominance, showing that a high degree of aggressive dominance in an interaction resulted in a perception of decreased ability to perform leadership. They further showed that high degrees of sociable dominance in an interaction resulted in the perception of an increased ability to perform task-specific leadership

(i.e. - Where leadership is performed in order to aid the group in accomplishing a task). Schmid-Mast (2002) also showed that dominance is measurable at least in part through the duration of an individual's speaking time in relation to the speaking time of the other interactants, though that study did not distinguish between any sub-types of dominance.

This examination of turn-taking raises an interesting concern,. The allocation of turns, as an economic measure, can be used to display behaviors of dominance (Sacks et al., 1974). In their seminal study, Sacks, Schegloff, and Jefferson proposed that the turn-taking system within a conversation is akin to an economy, with each interactant participating. In this economic model, things of value are exchanged. What those things are, is determined by the interactants. They proposed that each socially organized activity will examine turns, in particular, as something of value "with means for allocating them, which affect their relative distribution, as in economies" (p. 696). However, it is important to note that the apparent correlation between dominance and turn-taking does not reflect directly onto acts of leadership. Surely, such an act must require holding the floor to some extent, though the length of holding the floor and the degree and type of dominance expressed (sociable vs. aggressive) have not been shown to be correlated with the act of leadership. Better stated, there is no set duration of floor-holding that is associated with performed leadership. Rather, this will need to be examined to determine to what degree duration of speech time correlates with instances of performed leadership.

A community of practice is different from the idea of just a group or team, as the members of the community are involved with one another in some activity (Drath & Palus, 1994). Lave & Wenger (1991) showed that each person within a community of practice is involved with that particular community (though they likely are involved in others as well) to varying degrees of centrality. Some are centrally involved in the community while others are

peripherally involved. The way in which a person acts within the community of practice will depend on the degree of their centrality within the community. Those who are nearer the center of the community are considered to be more qualified practitioners of the activity and, hence, more expert in their practice. This allows us to consider power and authority from above, where proximity to the center of the community is not necessarily measured solely in terms position occupied (title given), or even time spent within the community, but rather in terms of expertness in practice (Drath & Palus, 1994).

## **2.4 Frames and Framing**

The second assumption under which this research operates is that identity work is an integral part to studies of language use within organizations (see Gecas, 1982). For this, we will consider the concept of frames and framing. A frame is a particular way of thinking, and subsequently interacting with the world around you. Goffman (1974) explained that every action can operate under a multiplicity of frames, where each frame guides their actions by dictating what is allowable, acceptable, or typical in a given engagement. Primary frames, particularly of the social kind, are those frames through which individuals will consider the ‘realities’ of their everyday interaction. The way in which people observe the actions in the world around them is largely guided by their personal frames of reference. Goffman (1974: 39) put it this way, “observers actively project their frames of reference into the world immediately around them, and one fails to see their so doing only because events ordinarily confirm these projects, causing the assumptions to disappear into the smooth flow of activity.” Goffman (1974) further proposed that frames offer a principle for organization where “definitions of a situation are built up in

accordance with principles of organization which govern events - at least social ones - and our subjective involvement in them” (p. 10-11).

Recent research has come to include Mead’s (1932; 1934) work on the emergence of relationality, arguing that the construction of meaning occurs in movements within and between frames. The work of Carroll & Simpson (2012) locates social actions “in the emergence of and movement between frames” (p. 1285). They argue that awareness of self and the ability to influence the meaning inferred by others comes in and through these social interactions. They also show that frames serve a reflexive purpose, allowing individuals to engage with alternative frames in empathetic ways (i.e. - understand another’s point of view).

In perhaps the most useful guide to framing reality for others as an act of leadership, Gail Fairhurst (2011) provided a training of sorts to construct effective leadership through framing. She considers framing as an act of leadership in the sense that it involves the construction of frames through which others are invited to view the world and take subsequent action. In her work, she offers 5 rules to the appropriate (leader-like) construction of reality: control the context, define the situation, apply ethics, interpret uncertainty, and design the response. While these five rules are useful to the current study, as they show what one researcher’s opinion is regarding what doing leadership might look like, it is important to recall that the current research is not attempting to follow a line of inquiry which is prescriptive in nature. This and other studies have shown that there are a number of moments in which this construction of frames can occur: when introducing a new idea/proposal, when agreeing with an established idea/proposal, or when disagreeing with an idea/proposal (frequently followed by the introduction of a new idea/proposal) (Tracy, 1997; Fairhurst, 2011; O’Connor, 1997).

## 2.5 Uptake

In order to better understand what is done is constructing a frame for others, there needs to be a model of consensus from which to draw. As with identity, semiotic action can be understood as a co-constructed entity (Clift, 2006; Gumperz, 1999) which can be said to occur only when there is both a display of action as well as uptake of that display (Roberts & Sarangi, 2003). In the case of a constructed frame, the only way in which that frame is said to be accepted by others is through their consensus (Button & Sharrock, 1993). That consensus need not be explicitly made, as in many instances it is made explicit through the new, modified way in which the interactants behave (Dess & Priem, 1995). Let us consider a unique (and absurd) example. If, in the course of a group interaction, one person were to propose the idea that aliens existed, one way for group members to show consensus around that idea would be to explicitly agree with this idea (Markoczy, 2001). Another way, however, would be for these group members to start behaving as if they believed that aliens existed, even if they never explicitly stated this. Regardless of how they make displays of consensus, or agreement, it is important to note that such moves are critical to properly identifying social actions, namely through the effect they have (De Vylder & Tuyls, 2006).

Thus, we have seen how displays of identity and identity work play a role in group interactions. Through the semiotic actions that constitute identity work, certain personal traits are made salient, each playing a role to define the individuals in the interaction with an identity (though it is possible for someone to play multiple, overlaying roles and hence, be considered to have multiple identities, see Baxter, 2011 for an example). For the type of semiotic action under consideration here, namely that of leadership, it is also necessary to consider how one does

leadership, namely through the construction of a frame and subsequent reaction from others of validating that frame and operating within it.

## **2.6 Constructing Leadership**

After having examined different elements of group dynamics which are crucial to the current study, it is also important to examine the concept of leadership, certain approaches to viewing and studying leadership, and research which can serve to guide the proposed dissertation. In order to examine what leadership is, it is first important to define leadership. Countless pages have been written in which leadership is described without adequately defining the term, or using multiple definitions seemingly at random, using as an excuse the term's multiplicity of definitions (Fleishman, 1973). This is perhaps most obvious when considering the number of theories and approaches found within the literature on leadership. I would like to consider a number of these theories and approaches to show how their approaches have guided and focused this particular research.

The term leadership can be used in a number of ways<sup>3</sup>. One such way is in the function or position as someone who is institutionally situated to guide or direct a group (i.e. - She was able to maintain leadership of the team). Another use of the term indicates a skill or ability to lead (i.e. - He showed great leadership last year). Leadership may also indicate an act or moment in which leading takes place (i.e. - The team succeeded because of her leadership). The word leadership can also function as a collective noun, indicating more than one leader of a group (i.e. - The party leadership was fractured). In better understanding what 'leadership' is, it is also important to better understand one sense of the verb from which it comes: to act as a guide or

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<sup>3</sup> See any number of dictionaries for these different uses of the word. These uses come from Dictionary.com (<http://www.dictionary.com/browse/leadership?s=t>) accessed November 10, 2016.



show the way<sup>4</sup>. This study will examine leadership in the third sense of the word, namely as an act or moment in which leading (acting as a guide or showing the way) takes place. Leadership is further defined in light of the above discussion of frames by Smircich & Morgan (1982: 257) as the process of leading “whereby one or more individuals succeeds in attempting to frame and define the reality of others.”

There are a number of different approaches to studying leadership. In this section I will examine one particular approach, the trait approach, which has held sway in a large number of linguistic studies of leadership and organizations. Following this, I will consider how leadership ought to be studied more as an emergent action which involves multiple parties, rather than as something that as a trait which is embodied or displayed by an individual.

## **2.7 Trait Approach and Displays of Identity**

The trait approach to studying leadership focuses on the second definition of leadership provided above, namely an ability to lead. From its early stages as a field of study, the trait approach assumed that there were particular leadership traits that made some people great leaders. It was believed that great social, political, and military leaders were unique in possessing these traits and the research attempted to differentiate the great leaders from the hoi polloi (see Bass, 1990; Jago, 1982 for descriptions of this type of research).

Further research along this approach shifted to consider leadership as a socially driven relationship (Stogdill, 1948) where individual factors (i.e. - personality traits) were viewed relative to the situations in which they arose. Stogdill (1948; 1974) showed through his research that “leadership was not a passive state but resulted from a working relationship between the

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<sup>4</sup> See definition of ‘lead’ as a verb used without an object. This definition comes from Dictionary.com (<http://www.dictionary.com/browse/lead?s=t>) accessed November 10, 2016.

leader and other group members” (Northouse, 2001: 16). This view of leadership is what is known in the realm of sociolinguistics as social constructionism and has been taken up by a majority of scholars focusing on the language of leadership (e.g. - Uhl-Bien, 2006).

Rooted in the idea that people “make their social and cultural worlds at the same time these worlds make them” (Fairhurst & Grant, 2010: 173), social constructionism assumes that realities, often those things which are taken for granted, are produced in and through interactions (Hacking, 1999). Studies of leadership that take into account theories of social constructionism ought to ignore an approach that is focused on the leader (leader-centric) (Fairhurst, 2001). A large majority of the feminist linguistic literature have fallen into this paradox, making appeals to the social constructionism, though missing the mark by focusing on the language of ‘leaders’ instead (see Baxter, 2010; 2011; 2012; Kanter, 1993; Wodak, 1997; Ford, 2006; and Schnurr, 2009 for some examples).

Baxter (2011) considered leaders as individuals who enact “situated sets of practices that are often collaboratively enacted by leaders in team contexts” (p. 233). Subsequent work by Baxter (2012) further defined what is meant by this concept of ‘situated sets of practices’, explaining that leadership can be understood as the extent to which a leader (in her case, a senior woman in a business setting) “has a voice (literally and metaphorically), which makes an impact on her colleagues in order to build relationships and get business done” (p. 84). Thus a leader, as per this definition, is effective only inasmuch as they display, through semiotic actions, those traits that are associated with leaders and leadership. Baxter’s definition of a leader can thus be assumed to describe one who ‘does leadership’, namely one who has a voice, or perhaps who has more of a voice than others, where that voice has influence on the audience in an observable way. This is similar to the idea of leadership as the construction of a frame, as the existence of a

‘voice’ is the credibility afforded a person to the ideas they present. This definition is problematic, however, as it defines leadership as that thing which is done exclusively by leaders. It becomes apparent that while those who perform leadership are considered leaders by definition, not all actions taken by institutionally defined leaders can constitute leadership (Palestini, 2009).

## **2.8 Emergent Leadership**

A truly social constructionist approach to leadership should follow in the linguistic tradition of Bucholtz & Hall (2005) who defined an identity, in the case of this research the identity of being a leader, as a collaborative construct of displays of ‘self-conceptions’ and interlocutor reactions to those self-conceptions. It is in and through interactive discourse that these self-conceptions, or intended displays of traits, emerge (Johnstone, 1996). Fisher (1974) attempted to describe certain actions such as being verbally engaged, seeking the opinions of others, initiating new ideas, and being firm but not rigid, associating these actions with the emergence of successful leaders. However, this study did little to describe how these actions were enacted.

Baxter’s more recent work (2014a; 2014b) attempted to move away from a focus on ‘being a leader’ to ‘doing leadership’ (this understanding of the emergence of leadership). Done in light of feminist linguistic research, this study examined three teams engaged in a competitive task. The three teams - one entirely female, one entirely male, and one mixed-gender - worked to complete a competitive task. Observations of their interactions focused on ways in which men and women ‘accomplished leadership’ discursively. Her study showed that women team-members will “perform multiple and at times competing identities” with each other (Baxter,

2014a: 35), drawing on transactional and relational linguistic strategies (see Schnurr, 2009 for description of these strategies). This research is perhaps the first sociolinguistic attempt at uncovering the linguistic features that are inherent in ‘doing leadership’. While insightful, though, it lacks the descriptive traction to fully and adequately explain the linguistic diacritics of emergent leadership.

Sanchez-Cortez and colleagues (2010) focused on the perception of an emergent leader through both verbal and nonverbal cues. In a series of studies on small groups, they showed that the person who was perceived by the group to be the emergent leader tended to talk more than the others, made more suggestions, held more turns, and interrupted the most. This, they claimed, led to perceptions of that person as being more dominant as well as more competent. This study is useful in guiding future research, especially given the small size of their data. Their subsequent work (2011) attempted to automate the process of identifying emergent leaders using both markers of nonverbal behavior (gaze, body posture, etc.) as well as linguistic features on the conversational level (turn-taking) as well as the individual intonational level (prosodic variation). They showed that emergent leaders are perceived by their peers as dominant and active, speaking the most, with more turns and interruptions, as well as the individual who displayed more intonational variation (what they termed as ‘variation in tone and energy’). However, it is important to note that their results for perceived leadership and perceived dominance were sometimes indistinguishable.

Where each of these studies succeeds is in showing that leadership is an act or a moment in time where leading occurs. While they have attempted to define the linguistic features of emergent leadership, those features which are used to signal that leadership is being done, they have focused their research on either the differences in features between men and women who

enact leadership (only showing what women do, in the case of Baxter) or in the perception and detection of leader emergence. Both types of studies have issues in differentiating between leadership and displays of dominance. In light of this, the current study proposes advancing the state of understanding for the emergence of a behavior within a group setting, particularly focusing on which linguistic and communicative features are salient in the act of doing leadership.

## **2.9 Actionable Consensus**

The linguistic concept of agreement is one that has primarily grammatical implications (noun/gender agreement, for example). In this study, however, I will consider agreement in the pragmatic or illocutionary sense of the word, namely a “unanimity of opinion” (Agreement, n.d.). However, it is problematic to consider the term agreement exclusively, because it implies that element of unanimity, namely that there is no dissension. This is similar to concept of alignment, where it suggests that all individuals operate under the same basic assumption or are in accordance as to the validity of all suggestions and opinions (Snow et al., 1986). In instances where dissension exists, however, it has been found that consensus may still be built (Tastle & Wierman, 2007).

Consensus, specifically actionable consensus, is that type of consensus which is developed around an action to be taken. It is possible within moments of actionable consensus for dissension to exist, because what indicates actionable consensus is the action being taken (or suggested to be taken in the future) rather than an overt display of agreement. Dissension is possible in moments of actionable consensus because it is possible for an individual to act in consensus without necessarily agreeing with the correct nature of that action. This is particularly

important to the nature of this research, which analyzes business meetings, where dissention might occur yet action is still taken, indicating that actionable consensus has been reached. Developing consensus around an action is of strategic importance in organizations (Balogun & Johnson, 2004). It is important also to recall my definition of actionable consensus, as distinct from consensus in general, which considers the achievement of consensus regarding a specific action and where that consensus is observable based on the interactions and reactions of participants.

In order to develop such a type of consensus within a group, however, an element of shared knowledge is required (Dess & Origer, 1987) as well as a mutual commitment towards the idea or item of strategic value (Markoczy, 2001). Additionally, consensus building within a business meeting carries with it certain implications for leadership, particularly as that consensus is built around a specific action (Kwon et al., 2009). Burns (1978), for example, proposed that this semiotic action which we call leading or ‘doing leadership’ includes the influence of others where competition or conflict arises, and as a result inducing some to follow the suggestions of others.

Leaders have been shown to play three different types of roles in building consensus. One way in which leaders can influence consensus building within a group is through overzealous or ambitious courses of action (Dess & Priem, 1995). In this way, leaders typically push the group to such a degree that a consensus is not achieved. This way is typically dominant in nature, where the leader exerts . A second way in which leaders might influence consensus building is through the exclusion of certain individuals or ideas, which, as a result, produces typically problematic strategies or conclusions which suffer from a lack of group ‘buy-in’ and an abundance of dissension (Floyd & Wooldridge, 2000). Other studies have shown that leaders

may influence consensus building in a third way, namely through the facilitation of discussion and interaction, as well as the encouragement of group solidarity which results in a decreased degree of dissension and increase in overall consensus (Mantere & Vaara, 2008).

What we see in each of these above studies, however, is a dramatic lack of information regarding the linguistic and communicative features which go into the ways in which leaders might influence actionable consensus building. This is particularly important when considering that, at least within the typical operation of a business, the hierarchical interaction of leader with subordinate is common-place, and as such requires an understanding of the ways in which leaders might influence arriving at consensus in particular (Wodak et al., 2011). Further problematic, however, is the consideration that it is possible that actionable consensus might be achieved without the influence of a ‘leader’ per se, but rather that multiple individuals might co-contribute towards actionable consensus building. This is one of the large questions I am attempting to resolve with this research.

## **2.10 Discursive Strategies Leading to Consensus**

In 2011, Wodak, Kwon, and Clarke produced perhaps the first research on the discursive leadership for consensus building in team meetings. In their work, they focused on the discursive styles of leaders within two team meetings, asking what the discursive strategies were that they employed as the teams strove towards building a consensus. They began by introducing a multi-layered approach to analysis which I would like to examine in this study. In the first stage of analysis, they incorporated a Discourse-Historical Approach (DHA) which combines the quantitative analysis of corpus linguistics with the qualitative aspects of discourse analysis (Baker et al., 2008; Reisigl & Wodak, 2009). In their first stage of analysis, they scanned the

entirety of their texts to identify the occurrence of topics which related to the strategic goals of the organization they studied (Wodak et al., 2011: 597). In so doing, they identified two primary topics which became the focus for the rest of the study.

The second stage of analysis consisted of identifying and determining the macro-level and micro-level structure of the conversations. This included description of turn-taking, argumentation patterns, as well as other elements which were determined to be key to the organizational structure of the conversations under examination (Krzyzanowski, 2008). Each episode had a primary and secondary topic which were identified in this stage of analysis.

This was followed by the third stage of analysis during which they “conducted a detailed sequential analysis” (Wodak et al., 2011: 597) of the performance of leaders within these episodes, developing a classification system of “salient, recurring discursive strategies” (ibid.) for the first episode of conversation. This classification system was then examined in light of the second episode of conversation, where it was subsequently revised. In this third stage, Wodak et al. (2011) developed their final classification of five “discursive leadership strategies, which [they] claim are instrumentally employed by leaders... to shape consensus around strategic issues” (ibid., 597).

The fourth stage of analysis which they employ is to look at the discursive strategies provided from their previous stage of analysis and applying them to consider the ways in which they are sequentially utilized by the team’s direct leader, the company CEO (Wodak et al., 2011: 598). In doing this, they necessarily limit their analysis to consider only those discursive strategies as performed by leaders, calling those strategies which lead towards consensus building ‘leadership’. However, this four-stage process provides a strong basis for examination, allowing me in this study to verify how these strategies are used, and also allowing me to ask



whether or not they are performed or conducted exclusively by the individual leader, or perhaps by multiple individuals within the group.

The following is a brief description of the five discursive strategies which Wodak and colleagues (ibid.) developed in an effort to better explain the ways in which leaders drive consensus in groups. The descriptions offered here are brief and purposely limited, allowing for a more detailed analysis in Chapter 4.

**Bonding** is the discursive way in which group identity is established. By creating a unified group identity in particular, leaders may drive that group to a consensus which is more readily achieved. **Encouraging** is constructive way to facilitate and drive additional discussion and communication from group members. Where leaders do this, other speakers feel that they have more of a voice than perhaps they might have felt previously. **Directing** occurs when dominance is displayed (see above for a discussion of dominance) by the leader. This is more a display of power and authority, leading towards a consensus though often with the cost of some dissension. **Modulating** is one way in which leaders introduce and regulate the ways in which the group considers the external environment with all of its potential difficulties. Modulating often entices group participation through the use of external motivating factors such as threats or pressure in order to achieve consensus. Finally, **re/committing** occurs when leaders make explicit mention of a commitment or where promises or assurances are made in order to bring the participants together towards a consensus.

With each of these five discursive strategies in mind, we can now approach this study in attempts to answer the previously mentioned questions:

- What are the linguistic resources used to build actionable consensus?
- To what extent is consensus built by an individual (leader) versus unique members of the group?
- Are there any differences in the ways in which the leader builds consensus versus the strategies used by others in the group?

## **CHAPTER 3 - METHODOLOGY**

### **3.1 Introduction**

In this chapter, I will present the data for this study. I begin by showing the data which supplies this research, including a description of the organization from which the data was collected and the ecology of that organization as it is relevant. I will then show the data that has been collected specifically for this study. The analysis of this data will then be presented in light of my research questions.

### **3.2 Data Source**

Located within the business school of a large, Midwestern University in the United States, is a large consulting organization. This organization, which will be called “Real World Consulting” or RWC, is a student-run, for-profit consulting organization that focuses on solving real-world business problems. Founded over 20 years ago, as a way to provide students with opportunities for experiential learning, this group is supported in part by the college of business within the University at which it is located. There are, in a typical semester, about 300 students who work as consultants, senior consultants, project managers, and senior managers.

RWC has a small paid professional staff that monitors and offers supervision and advice to the entirely student-run organization. These professionals have unique consulting experience and work, in addition to their supervisory role, to find valuable consulting projects for the over 30 consulting teams each semester. At the time of the study, there were three professional staff members, two working under the title of Director and Associate Director of RWC respectively, and one who works as the organization’s Administrative Assistant. As with most companies, RWC also has an advisory board comprised of consulting professionals that provide input into

the strategic decisions of the organization. For the benefit of the students, RWC also has an advisory committee that is composed of university faculty and staff who offer training in key areas that might be needed for individual projects and groups of consultants. Each of these groups - the professional staff, the advisory board, and the advisory committee - offer advice, but are not the final decision-makers for most of the strategic direction for the organization. This is left up to the student Senior Leadership Team.

The Senior Leadership Team (SLT) is composed of students who have been promoted over time to the position of Senior Managers. Each Senior Manager (SM) has the primary responsibility of managing up to three consulting project teams. As a group, the SLT focuses its efforts on the strategic direction of the organization, as well as dealing with the daily difficulties of a 300+ person organization, including hiring, firing, promotion, etc. Each SM is on the same institutionally defined hierarchical plane as other SMs. Once promoted to SM, a student will remain in that position until graduation or until they leave the organization for some other reason. The entire SLT meets weekly to address any potential issues, make necessary changes to the organizational structure, and work to guide the strategy of the organization moving forward. Within the SLT there is one student who serves as the Student Executive Director. This Student Executive Director is voted into his/her position by the previous SLT from the year prior to his/her term for a full academic year and typically graduates at the end of his/her term as Student Executive Director.

A typical RWC consulting project is a semester-long endeavor. Consulting projects are sourced from a wide range of real-world companies, including everything from Fortune 100 corporations to local startup companies. Projects are typically research-based consulting projects, with consultant teams conducting needed market research or other research with the intention of

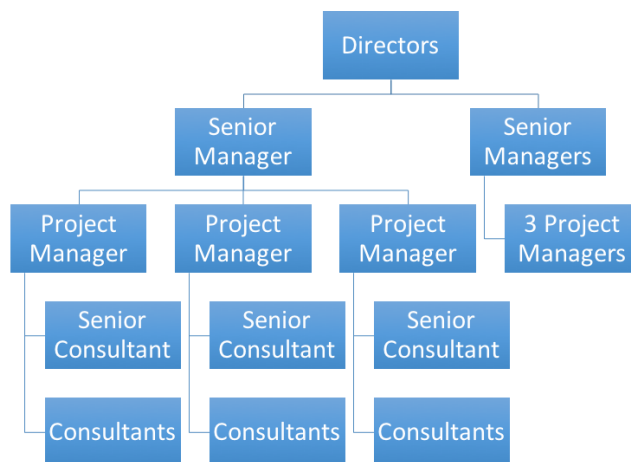
coming up with a final presentation that delivers the key learnings from their research to the client companies. A project is first sourced by the RWC (Associate) Directors, these (Associate) Directors have a sub-team of SMs who they assign to manage the projects. The SMs will then collaborate and decide which consultants from the organization will work on which projects. Each project team will have one Project Manager (PM), and a number of consultants. They may also have one or two Senior Consultants (SCs) who have shown their consulting prowess previously and have received the title as a promotion. The work of a typical project will last approximately 12-14 weeks and includes regular meetings (weekly or biweekly, typically over the phone) with the client company's project leader, known as the Client. The project team will also meet together on a weekly basis to discuss the progress of their project, their individual findings from that week's research, and to plan ongoing activities as they seek to arrive at a definitive deliverable product for the Client. Approximately halfway through the semester, each consulting team will present their current progress to the Client in what is called a Midpoint. At the end of the project, as with all consulting, a project deliverable is given to the client. This deliverable is most frequently a presentation that explains the solutions the team is proposing for the company, as well as advice for implementation of those solutions. The team may travel to visit the client company once or twice throughout a project, especially when a project requires particular insights that can only be gained from being on site. Most frequently, teams will visit the client for the final deliverable presentation if it is affordable to the organization.

Promotion within RWC comes through experience. Almost all new hires are brought into the organization as Consultants, though some MBA students with prior consulting experience may be brought in as Senior Consultants (SCs). Promotion is done on an as needed basis. The SLT and (Assistant) Directors will meet prior to the start of the semester to discuss the projects

they have for the semester, and to assign people to teams. When it is understood that there is a lack of Project Managers, Senior Consultants and Consultants will be invited to apply for the position. The promotion process is run entirely by the SLT. Those who have demonstrated exceptional teamwork and ability to lead are offered positions as Project Managers or Senior Consultants. In a similar way, there are some students who have shown particular ability as Project Managers, and they may be invited to apply for a position on the SLT for the coming year. There is also one project team which is known as the Senior Operations Team (SOT). This team is focused on the internal operations of the organization and functions as the consulting team for the SLT.

The following organization chart shows a limited view of RWC and its structure:

**Image 3.1 – Organizational Structure of RWC**



Students may join RWC from any field of study or program at the University. Many come from the College of Business, though many also come from various engineering, computer science, or other scientific fields. Graduate students work alongside undergraduate students in RWC, with no respect given to tenure in school or student age. Rather, those consultants who prove themselves as valuable in their teams may be eligible for promotion from Consultant to

Senior Consultant, then to Project Manager, and finally to either Senior Manager or Student Executive Director. Some graduate students, particularly those in the Masters of Business Administration program, come to RWC with prior consulting experience. With this experience, they may be hired into the organization as Senior Consultants and rapidly promoted to Project Manager after one project.

### **3.3 The Data**

The data for this study consists of a series of recordings of meetings that took place each week over the course of an entire semester. A total of 13 meeting recordings were collected, starting with the first meeting of the new Senior Leadership Team. Each recording was conducted in the early morning hours (starting at 7am), on the same day of the week over the course of a semester. The audio recordings were made in stereo using an Edirol R-09 digital audio recorder placed strategically in the center of the board room table around which each of the meetings was held. For each meeting, I (the researcher) sat in the corner of the room in such a way as to observe the interactions of each of the participants without directly influencing the participants.

Prior to the start of the semester, and prior to the first SLT meeting, the members of the SLT were each given an online social network survey. This survey used a Likert scale from 1-5 (with 1 indicating “I do not know this person” and 5 indicating “I know this person really well”) to ask the extent to which each individual knew the other members of the team.

In addition to recordings of each of the SLT meetings, I also conducted 4 ethnographic interviews with select Senior Managers that had available time. These interviews were loosely structured, asking the Senior Managers to comment on the Senior Leadership Team, with the

bulk of the responses focusing around one initiating question, “Who, on the SLT, is the person that, when they speak, everyone listens?” This question elicited a series of commentary from each interviewee on who was most influential on the SLT.

A corpus of 29 conversations was extracted from the larger collection of recordings mentioned above. I have labeled this corpus the ‘Actionable Consensus Corpus’ (see Appendix B for the full transcripts of each clip in the corpus).

### 3.4 Participants

All of the individuals included in this study have been given a pseudonym to protect their anonymity. I will go in-depth, describing each of the primary participants, including their linguistic backgrounds, their institutionalized role (and tenure) within RWC, as well as other relevant information about them.

**Table 3.1 – Primary Participants**

<b>Pseudonym</b>	<b>Institutional Role</b>
Baris	Student Executive Director
Brandon	Senior Manager
Logan	Senior Manager
Ivan	Senior Manager
Jason	Senior Manager
Karen	Senior Manager
Robert	Senior Manager
Shanti	Senior Manager
Matt	Senior Manager
Sean	Senior Manager
Raul	Senior Manager
Saleem	Senior Manager
Aaron	Senior Manager
Chris	Senior Manager
Jeff	Director
Adam	Associate Director
Long	Internal Manager



**Baris**

Baris is a male, 2nd year graduate student, pursuing a business degree. While he speaks English fluently, he is from Turkey and speaks Turkish natively. Portions of his grammar in English will reflect his native Turkish background, particularly in a few small pronunciation aspects, in the conjugation of a few verbs, and in his use of singular/plural morphemes. As a 2nd year graduate student, Baris has been in RWC for two semesters prior to his current election as the Student Executive Director.

**Brandon**

Brandon is also a male, 2nd year graduate student, pursuing a business degree. He is a native speaker of English from a suburban area in the Upper Midwest of the United States. He claims to speak Spanish with intermediate fluency on his LinkedIn profile. Similar to Baris, and other 2nd graduate students in the MBA program, he has completed two semesters with RWC prior to his promotion as a Senior Manager currently.

**Logan**

Logan is a male, 3rd year graduate student, pursuing a doctorate in a non-business program. He is a native speaker of English from a suburban area along the North-East Coast of the United States. At this point in time, he has also completed 2 semesters with RWC and is working as a Senior Manager.

**Ivan**

Ivan is a male, 4th year undergraduate student, pursuing a business-related degree. He is a native speaker of English, having grown up in a suburban area from the Upper Midwest of the

United States. He grew up in a home where he also learned Bulgarian, though his primary language was English. He has completed 4 semesters with RWC, and is now working as a Senior Manager.

### **Jason**

Jason is a male, 3rd year undergraduate student, pursuing an engineering related degree. He is a native speaker of English and grew up in a suburban area from the Upper Midwest of the United States. He has completed 3 semesters in RWC, and had tenure in his current position as a Senior Manager, having been promoted to the position one semester prior to the start of this research.

### **Karen**

Karen is a female, 4th year undergraduate student, pursuing an engineering related degree. She is a native speaker of English, though she grew up speaking Polish with family at home in a suburban area in the Upper Midwest of the United States. She learned French in high school and self-reports to speak it with an intermediate degree of fluency. Prior to this current position as a Senior Manager, she had been with RWC for 5 semesters, longer than most other Senior Managers in this study.

### **Robert**

Robert is a male, 4th year undergraduate student, pursuing a business-related degree. Robert is a native speaker of English, having grown up in a suburban area in the Upper Midwest of the United States. He also learned French in high school, and self-reports to speak it with an

intermediate degree of fluency. He has been with RWC for 3 semesters prior to his current position as a Senior Manager.

### **Shanti**

Shanti is a female, 4th year undergraduate student, pursuing a business-related degree. Shanti is a native speaker of English, though she grew up speaking Malayalam with family at home in a suburban area in the Upper Midwest of the United States. She learned Spanish in high school and self-reports to speak it with an intermediate degree of fluency. She had been with RWC for 4 semesters prior to her current promotion as a Senior Manager.

### **Matt**

Matt is a male, 2nd year graduate student, pursuing a business degree. Matt is a native speaker of English and grew up in a suburban area in the Upper Midwest of the United States. He had been with RWC for 2 semesters prior to his current promotion as a Senior Manager.

### **Sean**

Sean is a male, 4th year undergraduate student, pursuing a business related degree. Sean is a native speaker of English and grew up in a suburban area in the Upper Midwest of the United States. He had been with RWC for 5 semesters prior to his promotion to Senior Manager, which happened the semester prior to the start of this research. Thus, he has been in his current position for one semester, similar to Jason.

**Raul**

Raul is a male, 3rd year undergraduate student, pursuing a business related degree. Raul is a native speaker of English, though he grew up speaking Hindi with family at home in a suburban area in the Upper Midwest of the United States. He had been with RWC for 3 semesters prior to his current promotion as a Senior Manager.

**Saleem**

Saleem is a male, 2nd year graduate student, pursuing a business degree. Saleem grew up in Pakistan and is a native speaker of Urdu, though he also speaks English, Punjabi, and Hindi with relative fluency. While he does have some segmental and grammatical reflections in his English of his native Urdu, his fluency in English is quite high. He had been with RWC for 2 semesters prior to his current promotion as a Senior Manager.

**Aaron**

Aaron is a male, 4th year undergraduate student, pursuing a business related degree. Aaron is a native speaker of English and grew up in a suburban area in the Upper Midwest of the United States. He learned Spanish in high school and reports speaking it with an intermediate level of fluency on his LinkedIn profile. He had been with RWC for 4 semesters prior to his current promotion as a Senior Manager.

**Chris**

Chris is a male, 1st year graduate student who just completed an undergraduate in business and was then pursuing a 5th year degree in a business-related degree. Chris grew up in Singapore, speaking English as his native language and Mandarin Chinese at home. He had been

in his current role as Senior Manager for 2 semesters prior to the start of this research, and had been with RWC for 5 semesters prior to that. His is the longest tenure of any other members of the Senior Leadership Team.

### **Jeff**

Jeff is a male, full-time Director of RWC. He had been with RWC for 3.5 years, serving as the full-time Director for the entirety of that time. He is a native speaker of English, and has a doctorate in technology management and extensive real-world experience with management.

### **Adam**

Adam is a male, full-time Associate Director of RWC. He had been with RWC for 2.5 years prior to the start of this research. He is a native speaker of English, though he is also fluent in Spanish. Adam has a graduate degree in business and has extensive real-world experience with management and consulting.

### **Long**

Long is a male, 4th year undergraduate student who works on the Student Operations Team (SOT). He is the Project Manager for internal teams and the projects they engage in. He is originally from Singapore and speaks English fluently as a native language. He participates in only a few clips under examination.

### **3.5 Data Analysis**

The data for this research requires a combination of linguistic and ethnographic methods. Following the implications from the methodology of Wodak et al. (2011), I followed a five-stage analysis of the data for this study.

#### **Stage 1 - Data Collection and Transcription**

The data for this research combines linguistic information (the recordings) with ethnographic understanding of one community of practice, a consulting organization's senior leadership team. Prior to collecting this data, I spent nearly a year within RWC, working as a consultant. This first-hand understanding of the community of practice of RWC allows me to more fully understand certain contextual elements which may be embedded within the text. In addition, as a passive observer of each of the recorded meetings, I took copious hand-written notes about the interactions, reactions, as well as noticeable non-verbal behaviors which occurred within the meetings.

The audio recordings were all transcribed in multiple passes. The first pass of transcription was done by a hired research assistant and focused on the word-level of discourse, transcribing word-for-word what was said with not attention paid to overlaps, pauses, false-starts, or the like. I personally conducted the second pass of transcription using what is commonly known as the Jefferson transcription system (Jefferson, 2004), including the following markers:

- (.) A period inside of parentheses indicates a micro-pause, a notable pause of no significant length

(0.3)	A number inside of parentheses indicates a pause of specified length, as indicated by the number of seconds
[	Square brackets denote the point where overlapping speech begins and corresponds to two lines of discourse
> <	Arrows surrounding talk which point inward indicate speech in which the pace has quickened
< >	Arrows surround talk which point outward indicate speech in which the pace has slowed
( )	Words transcribed within parentheses indicate words which are too unclear for accurate transcription
(( ))	Double parentheses indicate contextual information where no representative symbol is available
CAPS	Capital lettering indicates something that is said loudly or shouting
°word°	Degree signs around words indicate that they are softer than the surrounding talk
(lau)	When an h appears in parentheses, it indicates laughter which occurs as a part of speech
=	The equals sign indicates latched speech or a continuation of talk from one line to another
::	Colons represent elongated speech with more colons indicated increased elongation of the sound

## **Stage 2 - Identify Actionable Consensus**

Following the collection and transcription of the data, I then employed the qualitative data analysis software, NVivo Version 11, to scan through the texts while listening to the audio in order to identify each moment of actionable consensus. In total, I identified 50 moments where action is taken indicating a consensus, or where overt mention is made to a future action based around a consensus. Recalling my definition of actionable consensus as a consensus which is reached interaction and reaction, where that consensus indicates a particular action being made. I then approached the data with these final moments of actionable consensus in mind, scanning to audio and transcripts again in order to identify the entirety of the discussion which led to these moments of actionable consensus.

## **Stage 3 - Organize the data**

Following stage 2, I then consolidated the moments of actionable consensus together into conversations. It was the case that a number of moments of actionable consensus were grouped into single conversations. In fact, some of the discussions which led to moments of consensus overlapped with each other, leading to broader conversational topics. This stage of the data analysis including that consolidation and outlining 30 conversations within which moments of actionable consensus occurred.

## **Stage 4 - Conduct a detailed analysis**

Using NVivo Version 11, I then manually coded each element of the interaction for speaker as well as various linguistic, pragmatic, and discursive details. The primary pass of coding, after marking speakers, was to organize the data based on the five discursive strategies



proposed by Wodak et al. (2011). The secondary pass went into a level of detail to specify which pragmatic details pertained to each discursive strategy, as noted by the below description of the five strategies as well as the associated linguistic and pragmatic markers associated with them.

### **Stage 5 - Examine individual participation**

This final stage required consideration of the individual contributions which led to consensus. This stage considered Action-implicative Discourse Analysis and employed its methodological focus on action-implicative discourse. This included asking who used which strategies, which linguistic and pragmatic markers were preferred by the individuals, and how the different discursive strategies were actually employed by the overall group over time. The following chapters will discuss this final stage in more depth as it is relevant.

### **3.6 Structural and pragmatic markers of five discursive strategies**

As was mentioned in Section 2.9 - Discursive Strategies Leading to Consensus, Wodak et al. (2011) propose five discursive strategies which are employed by leaders as they work to build consensus in a team. One of the goals of this research is to further specify the ways in which these discursive strategies within a larger number of topics as well as in a larger sample of data (29 conversations as opposed to 2). However, it is key to consider the different discursive strategies proposed by Wodak et al. (2011) while also offering the linguistic and pragmatic markers which are associated with each discursive strategy.

## **Bonding**

Bonding is the discursive way in which group identity is established. By creating a unified group identity in particular, leaders may drive that group to a consensus which is more readily achieved. The use of pronouns can be associated with bonding, as interactants attempt to identify who “we” are as a group, while also differentiating the out-group (Brown & Gilman, 1960; Myers, 2000). This includes work on face saving and face threatening movements, which also work to establish group and individual identity (Nwoye, 1992). Thus, work which establishes group identity and solidarity can be considered bonding.

## **Encouraging**

Encouraging is the constructive way to facilitate and drive additional discussion and communication from group members. Where leaders do this, other speakers feel that they have more of a voice than perhaps they might have felt previously. It is possible that there is an element of authority involved here, where permission is granted to individuals in order to get them to participate (Takano, 2005). However, encouraging can also be done without concern for authority through the means such as asking questions, soliciting opinions from an individual directly, back-channeling, or other cues of agreement (Savino, 2011; Biersack & Kempe, 2005; Sanchez-Cortez et al., 2010).

## **Directing**

Directing occurs when dominance is displayed (see Section 2.2 - Dominance and Turn-taking) by an individual. This is more a display of power and authority, which leads to consensus though often with the cost of some dissension. These displays of dominance come in the form of

closed questions, interruptions, direct speech acts, as well as other moves which block the participation of others (Dunbar & Burgoon, 2005; Hess et al., 2005; Jayapogi et al., 2009). In directing, authority is exercised whether or not it is institutionally defined or warranted (Tannen, 1990).

### **Modulating**

Modulating is one way in which leaders introduce and regulate the ways in which the group considers the external environment with all of its potential difficulties. Modulating often entices group participation through the use of external motivating factors such as threats or pressure in order to achieve consensus. It has been shown that leaders can influence the group to arrive at a consensus by appealing to common knowledge or external factors which might influence both the rapidity and the direction of the eventual consensus (Potter & Hepburn, 2010).

### **Re/committing**

Finally, re/committing occurs when leaders make explicit mention of a commitment or where promises or assurances are made in order to bring the participants together towards a consensus. This takes the group consensus from an understanding of the issue at hand and leads towards consensus around a particular action. This is what leads to actionable consensus. This encourages developing an understanding of the behavior required for consensus to become actionable, and includes promises, assurances, focus on group values (see Bonding) or obligations, as well as a shift in attention (and possibly tense) towards the future (Wodak et al., 2011; Nordin, 2012; Rupert et al., 2010).

### **3.7 Action-implicative Discourse Analysis**

Discourse analysis, as it applies sociolinguistics, is the study of language as it is used. A discourse analytic approach can be used to better understand the relationships, roles, and identities of participants in discourse (Johnstone, 2008). Within discourse analysis, there are a number of approaches which place added emphasis on particular elements of discourse. Critical Discourse Analysis, for example, focuses primarily on “power, dominance, hegemony, inequality, and the discursive processes of their enactment, concealment, legitimation and reproduction... the subtle means by which text and talk manage to mind and manufacture consent on the one hand, and articulate and sustain resistance and challenge, on the other.” (Van Dijk, 1993: 132). Interactional Sociolinguistics, as another example, attempts to better understand how interactants from different cultural backgrounds engage in interactional conversations in unique ways (Scollon & Scollon, 1981).

While this and other approaches are useful, the primary theoretical framework that I will use for this study is another sub-set of discourse analysis known as Action-implicative Discourse Analysis (AIDA). This framework is aptly suited to allow for a consideration of discourse as it happens within a community of practice by primarily focusing on the conflicts that arise in displays of identity within the discursive interaction. The data for this study is particularly suited to this approach because I will be attempting to tease apart the displays of identity and roles from the semiotic action of leadership. AIDA was introduced by Tracy (1995) as a discourse analytic approach which allowed her to focus on showcasing the individual ideals and semiotic techniques used in every-day conversations. This, and subsequent work within the framework, shows increased focus on communicative practices where displays of identity might conflict with one another or, perhaps, where a speaker attempts to develop an identity of leadership through

relational interactions (Tracy, 1995; Fairhurst, 2008; Fairhurst & Uhl-Bien, 2012). Thus AIDA “melds the analytic moves of discourse analysis - giving attention to the particulars of talk and text - with the goal of constructing an understanding of a communicative practice that is action-implicative” (Tracy, 2003: 219).

Communicative practices that act as displays of a desired identity, as in the case of this study with individuals wishing to make moves that construct an identity for themselves as being ‘leader-like’ (Kirkpatrick & Locke, 1991), benefit greatly from the pragmatic notion of implicatures, first introduced by Grice (1967, 1989). By incorporating a consideration of the analytic style of discourse analysis with the pragmatic notion of implicatures, the research is most appropriately equipped to show what semiotic actions are taken when individuals make attempts to ‘do leadership’. AIDA focuses on what it terms ‘problematic’ communicative practices. This term suggests that identities come in conflict with one another, or become ‘problematic’, as individuals make moves to construct an identity that supersedes another potential identity (Fairhurst & Uhl-Bien, 2012). However, beyond looking exclusively at the problems that arise in discourse, AIDA “seeks to construct a view of the problems, strategies, and ideals of a practice” (Tracy, 2003: 220). Within the context of the proposed study, leadership is to be viewed as that practice in which individuals employ linguistic strategies which construct a framework within which others may operate, while also seeking to influence others to operate within that framework.

AIDA is also known as a practical or normative theory, which seeks to “articulate normative ideals by which to guide the conduct and criticism of practice” (Craig & Tracy, 1995: 249). As the concerns being addressed by this study include the better understanding of the normative ideals of leadership practice, AIDA will provides the methodology needed to not only

describe the communicative practice of ‘leadership’, but also to reconstruct said communicative practice at three levels: the problem level, the technical level, and the philosophical level. The first level (the problem level) shows a reconstruction or an outlining of the communicative practice, describing the concerns and problems addressed by individual interactants as interact within the practice of ‘doing leadership’. The second level (the technical level), is more descriptive in nature, showing a more details and describing the conversational techniques used by individuals as they seek to “manage [any] focal problems” that occur within the practice of ‘doing leadership’ (Tracy, 2003: 223). Finally, the third level (the philosophical level) is more abstract in nature and attempts to show the principles and ideals that guide and shape the conversational techniques that are described in the second level.

One element of focus within the AIDA framework is the defining of practices (the first and second, or problem and technical levels). The term practice, similar to the Goffmanian concept of a frame (1974, see also Tannen, 1993) or a speech event (Hymes, 1967), refers to an activity or a series of activities that occur within a conceptual or identifiable scenario (Tracy, 2003). The defining of a practice within the AIDA methodology, and the subsequent identifying of the problems and conversational practices that occur within that practice, can sometimes be the focus of an entire analysis. As an example, Tracy & Agne (2002) focused on the issues inherent in the practice of domestic dispute calls placed to the police. In this, they identified the problems that were faced by both interactants - the callers and the call takers - in said practice. For purposes of this study, a portion will be devoted to the defining and description of the practice of senior leadership meetings of the consulting group under examination.

Beyond the focus on the practice, this study will delve deeper into the second level of AIDA by attempting to describe the conversational techniques used by individuals within the

defined practice, including a descriptive analysis of focal problems that arise when attempting to ‘do leadership’ among peers. Finally, by considering the leadership literature, I will then explore the third level of communicative practice to be observed within the AIDA framework. This will include another focal point within the AIDA framework, namely that of ethnography and a deep understanding of the routinization of interactions within the practice. This element requires a more in-depth understanding of the context of the practice, often coming from extended periods of observation (Tracy, 1997; Tracy & Tracy, 1998). In addition to understanding the routinized occurrences within the practice, however, it is also important for the researcher to collect metapragmatic information in the form of interviews with those being observed within the practice (Tracy, 1995). In these interviews, the participants are encouraged to reflect on the discursive moves they had previously made, in order to better understand their intentionality (see Fairhurst, 2008 for an example of this in light of leadership).

### **3.8 Research Questions**

Having described the framework through which this research has been conducted, I would like to now re-consider the research questions posed at the beginning, directly addressing how these questions have been answered. I begin by evaluating the discursive strategies suggested by Wodak et al. (2011) and asking whether or not these five strategies apply to new data from a new organization. In answering this question, I then went on to answer the question of the extent to which consensus building strategies will vary based on topical variations. This leads itself to ask whether or not consensus building is individually instituted by a leader within the group, or if multiple participants can also work to build consensus together. From this

question, I considered the ways in which the team leader implemented strategies specifically and how his efforts led (or did not) towards consensus building.



## **CHAPTER 4 - FIVE DISCURSIVE STRATEGIES**

### **4.1 Introduction**

In order to better understand how something is achieved within an interaction, attention must be paid to the individual elements which compose that interaction as well as the ultimate goal and accomplishment of that interaction (Aronsson, 1998). Where the ultimate goal of the interaction is building and achieving consensus, the question arises as to what the linguistic components are which aid in the building of said consensus. This is particularly important when that consensus is action-oriented, driving items of strategic importance within a business organization.

In their article published in 2011, Wodak and colleagues made attempts to categorize five discursive strategies which are used by leaders in building consensus among a group. These strategies - bonding, encouraging, directing, modulating, and re/committing - have proven useful for later studies in conflict resolution (Angouri, 2012; Cooren et al., 2015) as well as more extensive studies on leadership and leadership discourse (Clifton, 2014; Carroll & Simpson, 2012; Fairhurst & Uhl-Bien, 2012). However, it is of key importance to more fully understand what these strategies really look like in practice. Wodak et al. (2011) introduced the strategies based on the length of two interactions between a company. This chapter will examine the strategies in more depth, asking what linguistic, pragmatic, and communicative features play a role in each strategy while also showing examples of these features (and strategies) in use.

Thus, this chapter will examine the five discursive strategies proposed by Wodak et al. (2011). In so doing, I propose that each strategy is merely a label given to taxonomize certain discursive strategies which have been shown elsewhere. However, this chapter will emphasize the importance of the combined use of each of these strategies in building consensus among a

team, especially showing that each instance of actionable consensus requires the combined use of all five strategies, rather than the strategic use of one or only a few.

## **4.2 Bonding**

Relationship building has been shown to be an important in group interactions.

Cartwright and Zander (1968) offered a comprehensive examination of group dynamics, showing that relationship building played a heavy role in the establishment of group identity. Bucholtz (2009) showed that this relationship building could be done through the use of indexically meaningful styles, including slang. In this, it becomes understood that the co-construction of an individual identity includes elements of stance, which by their very nature participate in the co-construction of group identity. In fact, it is through those displays which index belonging to a certain group that allows members of that group to identify in-group members, while excluding any potentially “hostile outgroup members” (Bucholtz & Hall, 2005; see also Liang, 1999).

### **4.2.1 Pronouns**

There are a number of linguistic features which have been associated with building and (re)enforcing the concept of group identity as well as individual positioning within that group. One of the more prevalent markers of identity and in-group/out-group status includes the use of pronouns (Brown & Gilman, 1960). For example, the use of inclusive versus exclusive ‘we’ can overtly index who is perceived to belong to the group under discussion.

In the following example, the Student Academic Director of RWC, Baris, is discussing what might happen when a student, who is interviewing for a position within RWC, yet isn’t

admitted, requests feedback from the individual who interviews him/her. This example is taken from Clip 2 (see Appendix B):

- 23    Baris            There was the discussion (.) um (.) we were gonna offer (.) um (.) maybe  
                             it's still in the air like we need to decide (.) uh we can provide that (.) like  
25                        (.) uh (.) if you need feedback you can just email us and then we'll reply  
                             to you

I highlighted the particular use of pronouns in this example, showing that Baris understands and indexes the difference between the 'we' of the group in the discussion, the Senior Leadership Team, and the 'you' of those who are requesting feedback. In doing this, Baris further confirms his understanding of the group dynamics, namely that there is a 'we' who may even operate as a collective group (e.g. - "we'll reply to you").

The use of pronouns to further define group identity can sometimes take a more confusing turn, as in the following example. The confusion comes when the speaker is attempting to define group identity and preserve face within the group by attempting to distance the identity of other groups. In the following example, taken from Clip 9 (see Appendix B), Logan is speaking to Chris about a problematic consultant he has and how he (Logan) and his Project Manager are working with this problem consultant:

- 4        Logan            She emailed me, so I emailed her saying like, "You're on a team," and  
                             she's like, "I'm excited." And then she emailed me back and was like,  
                             "Actually, I don't wanna be on a team cuz my roommate-- or my

apartment-mate's on the team." (.) She's like, "And I wanted a new  
 experience in RWC." And I wanted to be like, "There's six other people  
 on the team." Like, "I don't understand why you can't be on the team your  
 10 [apartment-mate's on."

It is important to note that Logan is speaking of a consultant who is from Singapore, as he is speaking to Chris who is also from Singapore. Knowing this, it becomes more obvious that Logan is setting up the situation of this problem consultant without broaching the potentially face-damaging subject of her nationality, which plays a role in her decision to reject the offer to be on the team (as seen above). This consultant and her apartment-mate are both from Singapore (as we find out from Chris later, lines 16 & 53).

16 Chris Oh! (.) She's from Singapore

53 Chris I don't know, to be honest, like, the only reason why I know them is  
 because they are even from Singapore

Logan recognizes the potential for conflict as the problem consultant is from Singapore. As such, he uses pronouns to distance her, and symbolically the problem, from Logan's association with Chris. This is seen in lines 23 through 26:

23 Logan **We're** like, we need someone, like someone dropped **I**,  
 we like, [we

25 Chris

(((clears throat)))

26 Logan       =need her on the team and **she's** like "Actually could you move me  
somewhere else?"

Thus we see that Logan uses the inclusive “we” to index the need for this person. He makes a pronominal correction when he begins to explain that because someone dropped the team (meaning they quit the team completely). He begins to mention that “I” need her on the team, but he makes the quick correction by indicating that the need is more than personal, but rather “we”, meaning himself, the Project Manager, as well as the current discursive participants, need her on the team. “We” need her on the team, he reports, attempting to build this form of solidarity by indexing the need as the collective whole of in-group members, rather than just a personalized need. He further uses distancing pronouns of “she” as well as reportative language to index that this request to be moved elsewhere was her own and not representative of a larger group of Singaporean nationals.

This example in and of itself, however, doesn’t carry the full weight until we examine how Chris also uses pronouns to associate himself with the here-and-now group of the Senior Leadership Team while distancing himself from the problematic consultant, whom he may have out-group relationships with as they belong to another group, those students who are from Singapore. This is seen in Chris’ qualifying statement in line 53, as seen above, where he explicitly states that the only reason he knows either of these students is because they are from Singapore (i.e - they have a shared commonality) though he emphasizes this distance by marking his own disapproval of this move made by the woman in lines 19, 57, and 62-63:

19 Chris That's so lame

57 Chris That's so (.) why are **you** so picky? Like, **you** don't pick your projects

62 Chris Well, tell her that (2.0) that's stupid. Like, **you** don't pick **your** projects in the workforce.

Chris uses the pronoun “you” to index a fictitious conversation with this problem consultant, showing that he disapproves of her desire to be placed in a different group. Doing so further emphasizes that he is distancing her nationality from the locus of relevance and instead attempts to emphasize the importance of the current in-group by showing solidarity with Logan’s dislike for this consultant’s decision.

Thus we see that an examination of the use of pronouns can be very telling in building the sense of group identity. By identifying what pronouns are used and in what way, we can gain a deeper understanding of the importance of building group identity as a part of working to build group consensus. As Wodak et al. (2011: 603) indicate, bonding serves the purpose of creating a group identity with the express purpose of providing increased motivation for reaching a consensus. As Logan and Chris jointly worked together to emphasize their solidarity, indicating their dislike for this consultant’s actions and their distancing from her decision, they move towards a potential solution to this jointly agreed-upon problem.

#### **4.2.2 Group-specific terminology and understanding**

While pronouns can be considered to be perhaps the most overt displays of stance and, as a result, group identity, especially in building consensus as was shown above, there are a number of other ways in which group identity and solidarity within that group can be displayed and created. For example, Bucholtz (2006) showed that the use of slang can be appropriated by individuals to index belonging to one group or to mark contrast with another. In the case of the Senior Leadership Team meetings being studied here, the ‘slang’ can be replaced with group-specific terminology and styles, or ways of speaking which index belonging (or not) to the group which is being defined.

In the following example, taken from Clip 9 (see Appendix B), Logan is seeking to show that the consultant team he is talking about is, in his words, “by far the most under-performing team at this point”. He does this by making reference to a very specific team meeting which Logan uses as a benchmark for success (or lack thereof). The meeting in question is the first meeting after initial getting to know the team-mates in general, where the consultants and project manager work together on an ‘issue tree’. The concept of creating an ‘issue tree’ is not exclusive to RWC, in fact it is commonplace in many business settings. However, internal to RWC they recognize that the first step in getting any project off the ground, the team must meet to create an issue tree. Failure to do so means the team doesn’t have a solid direction for the project, nor would the individual consultants know what to do in order to successfully complete the project. Failure to “come up with an issue tree” suggests, within RWC, a failure to understand the basic issue and purpose of the project. It is simple, yet vital.

113 Logan I mean, I had to force them to have a second team meeting so they could come up with an **issue tree** (.) I'm just like (.) I, I don't understand what's happening.

116 Chris Wow.

In this example, Logan uses the terminology mentioned above, “come up with an issue tree” as a way to reinforce his claim that the team (line 114) is “by far the most under-performing team at this point”. Chris recognizes the gravity of this claim, and the reality suggested by Logan in lines 113-115 by responding with the single exclamation, “wow” (line 116). In so doing he validates Logan’s concern for this team. Internal to the Senior Leadership Team, stating that a team is under-performing isn’t perhaps so shocking, but using the example that the team can’t even begin with what is expected of them suggests the severity of Logan’s concern. Logan appeals to this shared understanding to those who belong within the group of understanding Senior Managers.

Another, perhaps more definitive use of terminology specific to RWC is the use of the term ‘bench’. Within the organization, consultants who are not assigned to projects, but who remain within the organization, are known as being ‘on the bench’. Having a stock, as it were, of consultants on the ‘bench’ allows for potential movements, possible consultants who drop out of projects later on in the semester, or those who are under-performing and need to be let go. This shared terminology is expressed consistently and is used in the following example as a clarification of the status of the consultant in question (as in the previous example from Clip 9, with the problem consultant).



- 28 Chris           (.) Wait, she's on the **bench**?
- 29 Logan           No. She got pulled off ((company X)) cuz she's not domestic

Chris seeks to further clarify the status of the consultant in question by asking this question, to which Logan also draws on shared knowledge of Company X which is understood that non-domestic, or international students cannot work on projects for that company, as it is a defense contractor for the US Government.

Another example of ways to solidify or co-construct group solidarity and identity is to appeal to group understanding and shared experiences (Eckert, 2006). The following example comes from Clip 11 (see Appendix B). In this example, the Senior Leadership Team has been working for over 30 minutes on identifying words that they feel exemplify the organization of RWC. This is done in an effort to later build a mission statement for the organization. As the Senior Managers are talking amongst themselves, Chris reminds the current SLT that previous SLTs had tried (and failed) to create a solid mission statement for RWC.

- 639 Chris           We actually did this last fall and we couldn't come to a conclusion
- 640 Ivan           [We need a we need a baseline question
- 641 Aaron           [Yeah, I agree
- 642 Ivan           So if that questions gonna be why do we exist, that's what everybody's thinking
- 644 Sean           Yeah
- 645 Ivan           Or it's like why, why do you come here at 7 in the morning?
- 646 Sean           **Why not!**

647 (multiple) ((lau))  
 648 Ivan But seriously  
 649 Jason Real World Consulting, [**why not!**  
 650 Sean [**why not!**

To the lay person outside of this conversation (and group), the preceding exchange appears to show one group member, Sean (line 646) asking the simple question as to why someone wouldn't want to be here at 7 in the morning. The reaction is understandable with that in mind. However there is background information that makes the use of the phrase "why not!" more understandable and a further solidifying agent for group solidarity. Several weeks prior to the above exchange, the entire Senior Leadership Team watched a popular motivational video together in which the speaker fields a hypothetical question, asking why he gets up at 3am. To this question, the speaker replies "Why not!" The Senior Leadership Team uses this phrase, in this previous example shown above, to answer this initial question of why they come to the meetings, but as Sean emphasizes the phrase in a way that is similar to the motivational video, everyone understands the value of what he is saying. It appeals to their shared knowledge of that phrase and the motivation they felt in watching the original movie. This is best seen in the text through the reaction, both of repetition (Jason and Sean again, lines 649-650) as well as the overt laughter and reaction to its initial statement.

#### **4.2.3 Linguistic displays of Bonding**

In this section, we see that bonding is an appropriate term used to indicate linguistic and communicative moves which serve to solidify group identity and further co-construct a sense of

group solidarity and distinction from the other. It can be seen that the strategic use of pronouns is one way in which bonding may occur, particularly as those pronouns are used to index the identity of the group in opposition to the other. It is also apparent that there are certain in-group terms which, when used, also serve to further co-construct an identity for the group as one that is cohesive and unified. In-group slang can also be used to this effect. Finally, we see that an appeal to shared experiences, particularly experiences which are viewed positively by group members (as in the case of the motivational speaker video), also serves the purpose of group bonding.

### **4.3 Encouraging**

The development of group consensus relies heavily upon fostering a conversation among relevant participants. A number of studies on leadership in particular make claims that the development of consensus requires an influence upon others by one in authority, inciting some to follow the suggestions of the leader (Burns, 1978; Balogun & Johnson, 2004; Markoczy, 2001). Among the three roles which may be played by a leader, the role of encouraging is associated with Mantere & Vaara's (2008) suggestion that leadership ought to foster and facilitate discussion, which results in further increase in group solidarity (see Section 4.2 - Bonding) but also, and perhaps more importantly, decreases the likelihood of dissension and increases the likelihood of overall consensus (de Vries et al., 2009).

The concept of encouraging, according to Wodak et al. (2011), is the linguistic and discursive strategy which "stimulates the participation of other speakers to explore new ideas and/or develop synthesis with existing ideas related to the current topic of discourse" (ibid.: 604). It is important to distinguish between the three elements of this strategy: encouraging

participation, exploring new ideas, and developing synthesis of existing ideas. I will explore each in succession.

#### **4.3.1 Encouraging Participation**

The majority of research which examines the encouragement of participation falls under the purview of discourse in the classroom. Liu and Littlewood (1997) for example, showed the importance of understanding the occasional reluctance in communicating in a group setting, associating said reluctance with the need for teachers, or leaders in our case, to provide a better situational context for participation. Cummins (1986) showed that a large degree of hesitancy in participation comes from a sense of power dynamic, and suggests that empowering participants encourages participation.

One linguistic strategy which encourages participation is the overt invitation to participate. The following example comes from Clip 1 (see Appendix B). Jason, a Senior Manager, is explaining the anticipated process for interviewing potential candidates into the organization. He proposes that ‘we’, or those who had planned this interview structure with Jason, were planning on allowing interviewees to use a calculator on the case interview. There is immediate dissension from one Senior Manager, Saleem (see Section 4.4 - Directing), to which Jason overtly requests opinions regarding the matter.

- |   |        |  |
|---|--------|--|
| 4 | Jason  | I think we can give (.) we were gonna give them a calculator then we would (.) |
| 6 | Saleem | No   |
| 7 | Jason  | We can decide what do you guys wanna do?                                       |

8       Matt              I'd say [no  
9       Brandon                 [I'd say no  
10     ((multiple crosstalk))

Jason's solicitation of participation encourages multiple immediate reactions from Matt (line 8) and Brandon (line 9), followed by a number of non-contentful conversations which occur, yet do not interrupt the turn of the current speaker (back-channeling) which all lead to further discussion regarding why so many people disagree with giving these interviewees a calculator.

This use of back-channels (Savino, 2011) as well as various cues of agreement (Bock, 1995) have also been shown to incite further conversation. The following example, taken from Clip 11 (see Appendix B), begins a conversation about what people thought of a video they had just watched regarding how to construct a mission statement. Karen, a Senior Manager, offers a synopsis of her understanding of the video and what it is that they ought to do as a group in order to construct this mission statement.

13 Karen I mean, my main takeaway from that was to stick to like the core values that we all (.) agree on what rather than like trying to wordsmith, cuz I think if we're gonna try and write statements, we're gonna be like, worried about how it sounds?

17     Baris                     Mm hmm

18 Karen Rather than all aligning on like the key objectives? Or like values that we  
[want in the statement?

20 Baris [yeah

21 Matt That's a [good idea

22 Saleem [Agreed

23 Ivan Yeah, yeah

24 Matt Do we, do we wanna, ((clears throat)) include (.) consultants in this process, not formally, but speak with our teams in terms of what they, they think RWC is or what they want RWC to, to be?

The cues of agreement (in one case, line 17, even an explicit mention of agreement) flow from the relative consensus achieved by multiple members of the group, sparks further discussion from Matt as he seeks to further clarify the ways in which Karen's proposal is to be implemented. This shows that cues of agreement can be used to spark further conversation and participation.

One final way in which participation may be encouraged can be through the strategic use of repetition as a marker of agreement (Button & Sharrock, 1993). In the following example, taken from again from Clip 11 (see Appendix B), Jeff interrupts the discussion (see Section 4.4 - Directing) that had been centering around the previous mission statement which had just been read by one of the Senior Managers (Ivan).

58 Jeff I have to say I was reading something, I apologize, but I don't know what you said, but it was way too long

60 Ivan [It's too long

61 Baris [It's too long

- 62 Jeff Yeah
- 63 Ivan So-
- 64 Jeff Think in terms of three words, that's the problem

We see that both Baris and Ivan offer a repetition of what Jeff had said previously. This form of repetition, done as an agreement, shows both that they agree with Jeff's statement that the statement is too long, but also encourages multiple others to participate with suggestions for how to shorten the mission statement they are presently working on. Thus it can be seen that it is possible to encourage participation overtly as well as through markers of agreement, both overt agreement as well as through the use of repetition in form of agreement.

#### **4.3.2 Exploring New Ideas**

The second element of the strategy of 'encouraging' involves the exploration of new ideas. This typically includes inviting the opinions of others through the strategic use of direct requests to discuss a topic (I.e. - Can we talk about X?), requests for opinions (I.e. - What do you think?), (Wodak et al., 2011) or through the use of silence by an individual in power to encourage continued discussion and participation (Jones, 1999).

Similar to encouraging participation, this can be done overtly. In the following example, taken from Clip 14 (see Appendix B), Baris, the Student Executive Director is taking requests from the other Senior Managers to see if anyone else has something to add to the conversation which might be relevant. To his request, Matt (a Senior Manager) offers a suggestion to Baris which relates to the promotion and recognition of over-performing consultants. This adds to the topic of conversation leading up to Baris' request for further ideas.

- 54 Baris Ok, any other things to add?
- 55 Matt In terms of the recognition, I feel like (.) for some people, (.) it might be good for them to hear from you (.) just in, in talking with some people, you kind of (.) you know a lot of people
- 58 Baris Mm hmm
- 59 Matt But they (.) a lot of people look up to you in terms (.) just your position within the organization and, uh, being an MBA and being super involved, so, you don't have to, like, put a note to everyone who's performing well, but maybe we could design a template that might go out or something, just because like, SMs well, we see these people, these consultants these senior consultants on a daily basis, you're a little bit more, you know (.) farther from the project, so, I don't [know, food for thought
- 66 Baris [ok
- 67 Baris Yeah, I think (.) like that can be done easily, um, maybe I take notes of these people, and then kind of reach out to them, or try and know them, or whenever I see them I just talk

Matt takes up the invitation from Baris for additional ideas which might be useful for the current discussion. His recommendation sparks Baris to mark his agreement with the idea (lines 58 and 66) along with his final acceptance of the recommendation and description of what he will do because of that new idea (line 67). Thus we see that the simple invitation to recommend new ideas can be considered one valid form of encouraging the introduction of new ideas.



Another linguistic move for encouraging can actually be seen in moments of silence. In the following example, taken from Clip 11 (see Appendix B), Karen reiterates a comment made previously as the group is attempting to discuss potential tag lines for the organization. She offers a synthesis (see Section 4.3.3 - Developing Synthesis) of previous thoughts and suggested topics to include in the tag line. She then completes her turn, but allows for silence to occur. It is important to note that the occurrence of silence is an act on the part of all participants, each of whom chooses not to participate, resulting in a moment of silence.

- 534 Karen Well we can say like professional development and community from like  
student driven (.) for (.) like co- consulting impact, or something like that  
(2.2) again, kind of clear there
- 537 (4.0)
- 538 Robert ((clears throat)) I just looked at a few, uh:: KPMGs is Cutting  
Complexity, PWCs is Building Relationships, and Accenture's is High  
Performance Delivered,
- 541 (multiple) ((crosstalk))

The pause, which lasts approximately 4 seconds, is sufficient to incite Robert to introduce new factors into the group's discussion of what form RWC's tag line should take. However, it is also important to note the extensive crosstalk that occurs after Robert breaks the silence. While not the only inciting factor, it appears as though the pause played a role in encouraging participation from multiple members of the group all at once after the silence had been broken by Robert (line 538).

### 4.3.3 Developing Synthesis

The development of synthesis in group consensus building suggests the incorporation of multiple ideas, perhaps unknown ideas, into one consolidated idea (Oliver & Johnston, 2000). This is done overtly, as mention is made to something that happened previously, suggesting an introduction of ideas and thoughts which existed prior to the current conversation and which, by their very inclusion, allow for further consolidation and clarification of the idea(s) under examination.

The following example, taken from Clip 3 (see Appendix B), is an act of synthesis by Ivan, a Senior Manager. Ivan introduces a conversation he had with another Senior Manager, Robert, the day prior, which answered the question posed earlier by Aaron (lines 8-9), “what are you guys looking for when you interview people?”

- 29 Ivan Yeah ((clears throat)) **Robert and I kind of had this same discussion yesterday** we're like if the math is pretty easy, if you like follow it through, if you ask the right questions you can get everything you need to get the answer for the math part (.) so like (.) if people get it they're gonna get all the points on that (.) the thing that we see as very ambiguous is like recommendations and then also like (.) the question that asks them to address (.) like supply and demand (.) then at the end how do they bring it together, cuz isn't it (.) the point of this is to find out if they can (.) all that math you can do in excel if they have a computer on a regular project so the way I look at it is (.) **can this person summarize the issue at hand** without (.) like bringing in things that don't matter but

also keeping in everything that does matter so that kinda breaks down to slides 8 and 9 for the most part being like (.) **significantly more important** so I thought like (.) we would, uh, I would be a lot (.) harder on grading those than on the stuff that like like you said the the specific [math isn't the most important thing in the world what do you guys think?

45 Jason [mm hmm

Ivan, in this act of synthesis, serves to introduce an idea that answers the question posed previously. He does this in the form of narrative, explaining that a similar discussion “kind of” happened the day previously. He is thus informing the group that the concern for how to evaluate interviewees is not new, and that a point to consider in this is the importance of people being able to “summarize the issue at hand”. He even mentions that this point is, in at least his opinion, “significantly more important”, and hence worthy of consideration when answering the original question of what to look for when interviewing people.

#### **4.3.4 Linguistic Displays of Encouraging**

The discursive strategy of encouraging receives the briefest consideration by Wodak et al. (2011) in their seminal work. A large reason for this is because many elements of the three above portions of it - encouraging participation, exploring new ideas, and developing synthesis of existing ideas - can be incorporated into portions of other discursive strategies. For example, there are aspects of pronominal usage (see Section 4.2.1 - Pronouns) which are used both in bonding, as a display of group solidarity, as well as in moments of encouraging (see Section

4.3.1 - Encouraging Participation). Similarly, the development of synthesis of existing ideas can be considered to fall under the what is known as Re/Committing (see Section 4.6 - Re/Committing). However, it is important to note that the similarities simply show that linguistic and discursive strategies can play multiple roles, doing two or more things at the same time. This does not discount the validity of the strategies, but rather reinforces them and their usefulness in co-constructing group consensus. In the end, we see that encouraging can take a number of linguistic and communicative forms. Participation may be encouraged by overt invitation to participate, the use of back-channels and agreement markers, as well as repeating what has been said previously. New ideas may be explored by inviting others to share their opinions, or through the strategic use of direct questions to discuss a topic, as well as through the use of silence to indicate an anticipation that more should be said.

#### **4.4 Directing**

Where encouraging includes the fostering and facilitating of discussion, directing can be perceived as its opposite. Directing is perhaps best associated with displays of dominance and authority, each in an effort to reduce the influx of participation, leading to a more rapid closure of the conversation which is anticipated to result in arriving at a sense of consensus. Displays of dominance (see Section 2.2 - Dominance and Turn-Taking) can occur in either sociable or aggressive ways (Kalma et al., 1993). However, it is in the assertion of an idea, the pushing forward of a suggestion, as said assertion restricts future assertions, that directing occurs. There are times in which directing requires a display of authority or authentication (see Bucholtz & Hall, 2005: 601), especially when the institutional markers of authority come into question (Rudman & Kilianski, 2000).

Wodak et al. (2011) suggest that the linguistic means through which directing is performed includes the use of interruptions (Tannen, 2001), as well as considerations of both indirect and direct speech acts which include requests, challenges, and interrogations of others' propositions (Takano, 2005). This section will examine instances of these displays of directing as they occur through dominance, including moments where appeals to authentication occur.

Directing can occur through instances of dominance which are considered to be socially or aggressively inclined (Kalma et al., 1993; Hess et al., 2005). Individuals can exert or display power over others in overt and seemingly face-threatening ways (see Section 2.2 - Dominance and Turn-taking), while also acting in a considerate and emotionally intelligent manner (Kotze & Venter, 2011). At other times, individuals may be less overt in their displays of dominance, using indirect speech acts to attempt to soften the strength of their display (Li, 1986). The linguistic displays of directing are quite similar to displays of dominance (Baxter, 2011). Thus, it can be anticipated that speech acts, both direct and indirect, can serve as displays of authority. Similarly, an individuals' introducing previous knowledge, skills, or experience may also function as directing. The concern is how these displays of dominance are reacted to, namely whether or not the uptake suggests that directing has taken place.

The following example, taken from Clip 7 (see Appendix B), shows Robert, a Senior Manager, introducing a concern that he has for the kickoff night for RWC. This kickoff night happens at the start of every semester, and the Senior Leadership Team uses this experience to introduce the teams to each other, to get everyone familiar with their project, but also to get all RWC consultants together in one room to establish a sense of community. Robert, in this example, is addressing a concern he has:

- 4 Robert ((clears throat)) I have a few (.) **I just have one thing I wanna say** (.) In the past **I think** kickoff's been very very chaotic
- 6 Baris Uh huh
- 7 Robert **I think** that multiple reminders and multiple (.) uh emails need to be sent out (.) cuz the first email, **I don't know** the percentage that's gonna read it, 60 to 75 percent
- 10 Baris Uh huh
- 11 Robert The teams are sending out emails so everyone knows where they're gonna be and at what times (.) so there's no confusion we can get through what we need to get through
- 14 Baris Yeah
- 15 Robert And we're not missing people, like, that are sitting in (the main) auditorium, we have to go find them, when we should spend that time in the room meeting with our teams (.) **so I, let's send out** multiple reminders that can be done

Robert begins with a move of authentication in recalling a previous kickoff event which, in his opinion, was chaotic (line 4). As he does this, he provides authentication for his later move of directing. He also uses a number of indirect speech acts in order to save face as he appeals to previous kickoff meetings and the hectic nature which surrounds them. His concerns, about how kickoff has been, in the past, "very, very chaotic", is taken up by Baris (the Student Executive Director, and chair of the meetings), showing that Robert's exertion of power is acceptable to the *de juris* leader. Robert's reminder of past experiences, to which the present participants may or may not be privy, suggests an appeal to his own understanding of the complexities of the issue.

This move is an apparent display of power, though mitigated through initial indirect speech acts. However, it is important to recognize the moment in line 10 where Robert begins another indirect speech act - “so I” - indicating that he was about to say “I think”, yet corrects himself and uses the inclusive “we” to offer a more direct speech act, “Let’s send out multiple reminders”. This move restricts the potential for future proposals, offering a single solution to his expressed solution. The uptake of this exertion is seen in the following continuation of the example.

- 19    Baris            I think (.) uh (.) that’s a great idea, we should do it through PMs maybe?  
                              Each PM sends in like one personal reminder to their team (.) let’s come  
                              up with the, like, exact logistics, go there pick up your nametag or  
                              whatever (.) and then, I pass it on to you, you pass it on to PMs and then  
                              they send it out
- 24    Robert            Yeah

Baris agrees with the validity of the idea, offers a suggestion that he will take action (as was requested by Robert in line 24), by creating the email and then using his own proposal of the chain of command (“do it through PMs maybe?”). Robert agrees with this idea, and the conversation concludes.

Thus in this example, we see that directing is done through a display of dominance where that dominance suggests a restriction of future participation and leads to a rapid moment of consensus. However, in this example we saw the use of indirect and direct speech acts. It is important to note that, particularly in displays of social dominance, directing can occur in a unified manner with bonding (see Section 4.2 - Bonding). The primary reason for this is that

bonding seeks to build relationships within the group while social dominance seeks to maintain said relationships as displays of dominance are also exerted. Hence, while there are some similarities, the ways in which directing occurs are still in essence unique from the discursive strategy of bonding. It can be seen that both direct and indirect speech acts can both be associated with forms of directing, though direct speech acts are associated with a more sociable form of dominance, which results in an increase in group bonding. Indirect speech acts, including flattery and excessive agreement are more frequently associated with aggressive dominance, though that is also seen as a display of directing. In addition, we see that attempts to persuade or threaten are especially face threatening and serve as a particularly strong form of directing.

#### **4.5 Modulating**

The previous section showed that directing is associated with displays of dominance and is done in an effort to reduce the influx of participation which, it is anticipated, will lead to a more rapid conclusions of the conversation. Modulating, on the other hand, is more of an appeal to a potentially influencing factor. Simon et al. (1997) showed how perceived threats within a group incited a compensatory response which led to a consensus. Wodak et al. (2011) propose modulating as this form of introduction, where an appeal is made to a factor which causes a compensatory response. They suggest that leaders in particular will perform modulating by regulating “the perception of the external environmental threats, or institutional imperatives to act, linked to the strategic issue under discussion.” (ibid.: 605). In so doing, they suggest that leaders will use modulating as a way to inspire the “right” amount of urgency (ibid.).



There is very little linguistic research which suggests ways in which individuals modulate or regulate the sense of external threats. The majority of the research that does exist focuses on increasing senses of urgency, especially in areas of pragmatics which analyze Complexity Theory (Larsen-Freeman & Cameron, 2008) as it relates to emergency situations. Ogasawara and Ginsburg (2015), for example, suggested that the size of an utterance as well as the complexity of that utterance is associated with increasing levels of urgency. They also examined the ways in which politeness factors into these displays, though their study focused on the politeness in Japanese in particular. Hareli and Hess (2010) showed that increases in anger markers in speech are suggestive of increased urgency and there are a number of researchers who have shown that an increase in rate of speech (Hellier et al., 2002), or increased variation in prosody (Danino, 2016) are also associated with impressions of urgency. This section, however, will examine the different ways in which individuals might regulate the perception of an external threat - either through the introduction of a threat or through the diminishing of a perceived threat.

#### **4.5.1 Introducing a Threat**

The following example, take from Clip 9 (see Appendix B), shows Logan complaining about a consultant. He had offered this consultant a position on one of his teams, however this problem consultant had refused the position, requesting instead to be on a different team because she knew one of the other consultants on the team. Logan continues his diatribe on this consultant, and introduces a further problem which causes a reaction of surprise from Baris.

100 Logan Yeah I mean that's (.) I mean we might as well. Like again, it's not (.) re-  
(.) it's not, like (.) a valid reason but (.) if she's gonna be (.) pissy about  
being on the team, I'd rather not (.)

103 Baris Yeah.

104 Logan Like force her [to-

105 Baris [no that's...

106 Logan = cuz honestly, this team is definitely, by far (.) the most under-  
performing team at this point. So I really prefer to have (.)

108 Baris By far?

109 Logan Yeah. I (.) By far

110 Ivan ((lau))

111 Chris ((huh)) really?

112 Logan I mean, I had to force them to have a second team meeting so they could  
come up with an issue tree (.) I'm just like (.) I, I don't understand what's  
happening.

115 Chris Wow.

When Logan mentions that the team is already, without this problem consultant on it, “the most under-performing team at this point”, he appeals to a concern that all members of the Senior Leadership Team have. Each Senior Manager seeks to have high-performing teams. What Logan does in Line 102 by saying that he would rather not (sentence left unfinished), he is stating that he would rather not have her on the team. The reason given by the consultant is not valid, and “if she is going to be pissy about being on a team” he would rather not have her on it.

He then offers an added suggestion as to why he doesn't want someone like this problem consultant on the team. He does this in Lines 106-107 by stating that the team is already an under-performing team - "the most under-performing team", he calls them. He further emphasizes the validity of his concern in Lines 112-114 when he shows just how "under-performing" this team really is. Within RWC, the very first meeting a consulting team has is done in order to establish an issue tree. Issue trees are graphical displays and breakdowns of the details which lead to the successful completion of a consulting project. Thus, the team must meet in order to fully create an issue tree before any other work can be done. When Logan states that he had to "force" (Line 112) his team to have a second meeting in order to do this vital step, he is suggesting that a) the team is unaware of the importance of an issue tree as they needed to be forced to re-meet in order to come up with one, b) the team was originally incapable of coming up with an issue tree (something that is unique for most consulting groups), and c) the team needs external guidance beyond what is typical (in the form of a Senior Manager forcing them to do things that are standard). Thus, in Line 112-114 Logan introduces a threat to the success of the consulting project. He uses this threat as an additional reason why he wouldn't want an already problematic consultant on this team to potentially exacerbate the problem. Chris' response to this statement (Line 115 - "wow") clearly marks that this "under-performing team" is as Logan claims them to be.

#### **4.5.2 Diminishing a Threat**

An example from Clip 17 (see Appendix B) shows how someone might use modulating with the intent of diminishing a perceived threat. In this example, the group is trying to decide how to organize the massive amount of trainings they plan on doing with their consultants and

project teams. As they are discussing ways in which to collect the scheduling information for the over 300 consultants in the organization, one of the full-time directors, Jeff, proposes the idea of holding these meetings in the earlier morning hours at times which they know everyone is available (even if not fully awake). His suggestion, seen in Line 4, is almost given as an impassioned plea for support. Jeff suggests that early morning hours are much easier on those with families, namely himself and Adam the other full-time director.

8     Jeff            That's a really good point and Adam and I just talked about it. I think we should start thinking about, him and I, about our families and doing things at 7am in the morning instead of leaving here three nights a week at 9 o'clock. Ok? And I don't think there's too many people who have excuses where they can't be there at 7. You guys are certainly here at 7am, and that, you know, gives everybody an opportunity to participate, as opposed to, you know, doing it in the evenings, and now we have to do substitute sessions, so we get penalized because someone else doesn't make it there, but 7am there is very few excuses (.) so I think that's the general direction we head (.) if people really wanna learn, they'll be there

18   Robert        Make SOT compile all the availability in spreadsheets

19   (multiple)    ((lau))

20   Jeff            It makes it easier on you guys too, I don't think we need to do that, we just say, hey, starting at 7, if you can't be there, then that's unfortunate

22   Karen        Yeah

23   Jeff            But I don't think many people are going to have a good excuse

24 Karen You know all of us can look at our teams and then give you [like, two  
nights

26 Baris [yeah

27 Karen That are most free for, [our teams

28 Logan [yeah

29 Baris [actually, that, that, a [good idea

30 Aaron [we plan stuff all the time, so  
that would be helpful if we, you know generally, I mean, that's, that was  
why last semester we would do like, two sessions, in hopes that like, we  
can try and at least, you know, get you know most people, um, cuz, you,  
you can't like serve everyone's availability, but do you guys have like  
good (.) nights or times, please shoot them my way so we can try and  
compile them, so we know generally what's best

37 Robert What if the gym doesn't open till 7 and I can't get my workout in

38 Logan Pshhh

39 (multiple) ((lau))

40 Ivan I think 7's a [good

41 Logan [I mean, like, honestly, I can say, like, that's all my people  
are free across all my teams at 7am

43 Aaron Yeah, do we wanna move towards like, morning stuff [then?

44 Logan [I would like that

45 Aaron Is that, the consensus?

While Jeff proposes an idea that, technically, would work, there is apparent hesitation from the group. This begins with Robert (Line 18) changing the topic and suggesting that the Student Operations Team (SOT - an internal consulting group who works on internal operations) compile a list of availabilities for all the consultants. He does this instead of agreeing with Jeff or even acknowledging that it was a valid suggestion. Jeff doesn't accept this deflection of topic, stating that his suggestion would make things easier on everyone involved, the Senior Managers included (Lines 20-21). Karen makes a statement that shows her agreement (Line 22), however that agreement seems to be related to the suggestion from Robert, as she then starts talking about evenings in which everyone's teams might be free (Lines 24 & 27). The conversation about compiling a list of availabilities continues, until Robert proposes a possible difficulty with Jeff's original idea. He asks what might happen if gyms aren't open prior to these proposed training meetings at 7am.

Now, his introduction of a potential problem seems more humorous for a number of reasons. First, the SLT meeting in which they are discussing this potential meeting time began at 7am. This means that, at least for this meeting, Robert has no problem coming whether or not his gym is open prior to the 7am meeting time. A second reason why this is humorous is because he is suggesting that the only personal factor that might prohibit anyone from attending at 7am is that they can't work out early enough. He never mentions that many of their consultants might be asleep at that early hour, and because he suggests working out as the only possible contention with that, everyone laughs (Line 39).

Logan is the one involved in modulating here. He does it simply, through the dismissal of the workout time as an issue (Line 38 - "pshhh"). This incites the laughter (Line 39) even further, as Logan in a previous meeting (see 0923\_2014\_0656 for this exchange) mentioned that he

wakes up at 4:30 every morning in order to work out at a local gym. To him, waking up at the early hour is perfectly normal, and as such the concern that a gym might not be open before 7am is irrelevant (hence his response, “Pshhh”). He further clarifies that he agrees with this proposal by saying that he believes that most consultants would have free time at that hour. When the suggestion arises again, this time as a question for validation by Aaron, Logan agrees with it (Lines 41-42, 44).

### **4.5.3 Linguistic Displays of Modulating**

The discursive strategy of modulating is associated by Wodak et al. (2011) with efforts of controlling possible threats to group consensus. However, in this section we see that modulating can be both the introduction or the diminution of possible external threats to group consensus. In this section we have seen that individuals can introduce an idea as a possible threat, almost elevating the threat in order to drive consensus building. We also see that individuals can diminish a previously introduced threat (or concern). These are both done by drawing attention to the (in)validity of the argument, namely through appeals to historical knowledge or group understanding.

## **4.6 Re/committing**

While modulating makes reference and appeals to external factors, threats primarily, the acts of committing and recommitting involve a more intrinsic motivation. The theory of transformational leadership in particular emphasizes the role of intrinsic motivation, appealing to leaders to assist in creating a vision which will guide group members as they seek to arrive at a consensus (Berson & Avolio, 2004; Raes et al., 2013; Bass, 1990). Based on their work with the





- (.) cuz you know that's (.) out of 524 we have 125 that come in so there's 400 people that had some interaction with RWC obviously if you don't get in you're gonna be upset (.) if you wanted to get in we can't change that (.) but (.) like that email I don't know who wrote it from RWC SOT
- 16 Long ((raises hand))
- 17 Baris Which one?
- 18 Adam The response so someone said "I need some feedback" and someone responded that was great that you added (.) provided them some feedback about (.) you know they're gonna wonder "Why didn't I get in?" (.) and so as much feedback (.) that you can give to the people that didn't get the better (.) just to manage that brand (.) manage that image
- 23 Baris There was the discussion (.) um (.) we were gonna offer (.) um (.) maybe it's still in the air like we need to decide (.) uh we can provide that (.) like (.) uh (.) if you need feedback you can just email us and then we'll reply to you
- 27 Adam Yeah

Adam makes an appeal to the SLT by reminding them that whatever their decision in how to respond to these people asking for feedback, they need to do it keeping the RWC brand in mind. He reminds the group members that "there's 400 people that had some interaction with RWC" who could be upset that they didn't get in, but at least still could have positive feelings towards the organization regardless. Adam further mentions a specific email that went out from from Student Operations Team (SOT) in response to someone's concern. Long acknowledges

that he was the one to write that reply which Adam liked so much (Line 16 - ((raises hand))).

Adam uses this specific example as something good that can be done to maintain a largely positive public image for the organization by reaching out and being kind to those who ask for feedback.

Adam's appeal to the group's unspoken yet implicit desire to at least maintain if not improve the brand name for RWC is obvious. By making such an appeal, Adam reminds the SLT what commitments they feel towards the organization, and as a result inspires them to come up with a solution which will maintain these values in the minds of the SLT. While the official moment of consensus doesn't happen until later, as there are other concerns that are brought up within Clip 2 (see Appendix B), Adam's attempt to recommit the SLT to their understood value of positive brand name is well received.

#### **4.6.2 Committing**

Committing is more easily seen when someone offers a promise or assurance in order to drive consensus. An example of this comes from Clip 9 (see Appendix B), referring back to the difficult consultant which Logan is having problems with. If you remember this example from Section 4.5.1 - Introducing a Threat, Logan is having problems with a difficult consultant. Prior to the following example, Baris had proposed that Shanti send one of her consultants to fill the void left by Logan's problem consultant, with Shanti taking in that consultant on one of her teams. Now, recalling Section 4.5.1 - Introducing a Threat, Logan had introduced the threat of the problem consulting team in the line previous to this example.

119 Shanti I don't want her now ((lau)).

120 Logan        **No, no, no**, but she hasn't been on a team at all.

121 Shanti        Okay.

122 Logan        But she literally hasn't...

123 Chris        She **She's gonna work hard** (.) **He's gonna work hard too**, so

124 Baris        Really?

125 Shanti        Can you send me her contact info?

126 Logan        Yeah

Shanti didn't want to allow this consultant onto her team, namely because of Logan's introduced threat that the team was already an under-performing team. However, Logan makes a commitment by reminding Shanti that this problem consultant wasn't on the under-performing team, rather that she just didn't want to be on that under-performing team. He assures her that this isn't an issue by saying "No, no, no" and explaining that she hadn't been on the team. This initial commitment is reinforced by the introduction of a new commitment by Chris (Line 123) as he says that both of the consultants in question will work hard. Furthermore, it is seen how the tense shifts towards this promise of future value, with both consultants providing excellent and hard work in the future. This appeals to the organizational value of hard work, as well as the fact that Chris has made mention that he knew both. In doing this, he assures both Logan and Shanti, that these two consultants under consideration would work hard.

#### **4.6.3 Linguistic Displays of Re/Committing**

In this chapter, we have seen that recommitting can occur as appeals are made to understood organizational values with the intent (and result) of driving a consensus which is not

in conflict with those values. By reminding the SLT of their own desire to improve the brand name of RWC, Adam helps them recommit to act in a way which is consistent. Similarly, by appealing to understood values and making promises and assurance of future benefits from the proposed solution, Chris commits the group to a full consensus. Linguistically, re/committing can be seen in these pragmatic appeals to organizational values and priorities. It can also be seen in assurance of future value which, again recognizes these organizational priorities, if the current path is followed.

#### **4.7 Discussion**

The individual elements which compose the interactions leading to consensus are variable, and yet easily identifiable. We have seen that Wodak and colleagues (2011), in the five discursive strategies which they propose allow leaders to drive consensus in groups, proposed a valid taxonomy for considering consensus. The linguistic elements which lead to these discursive strategies are varied, but also relatively easy to understand. By examining these strategies in practice, and with unique data that expands beyond their original work, I have shown that the five discursive strategies are largely comprehensive in showing the ways in which consensus is achieved.

Bonding occurs when linguistic and communicative moves are employed with the intent of solidifying group identity and assisting in co-constructing a sense of group solidarity. The strategic use of pronouns, the use of in-group terms, slang, as well as an appeal to shared experiences can all serve the purpose of bonding. Encouraging involves those linguistic and communicative acts which inspire and incite others to further participate in the conversation. One linguistic strategy which encourages participation is the overt invitation to participate, though

back-channels, markers of agreement, and repetition can also serve this purpose. Encouraging may also occur through the exploration of new ideas, by inviting the opinions of others, even in the strategic use of silence as an invitation to participate. Finally, we see encouraging occur in the development of synthesis of previously discussed topics.

Directing is more authoritarian in nature, and is seen in displays of dominance which are restrictive of future interactions. Thus directing can be seen as the opposite, or at least in contrast with encouraging in nature. Modulating occurs in the introduction of new threats which are external to the current topic of conversation, which lead the group to arrive at a consensus. However, modulating can also occur in the minimizing of existing threats, yet maintaining them present in order to drive consensus building. Finally, we see that committing occurs when appeals are made to organizational values, while at the same time offering assurances and future projections of success based on the current strategic plan. Recommitting is more of an appeal to those same organizational values, using them as the reminder and assurance of success of a current plan.

In conclusion, we have seen that these five discursive strategies, proposed by Wodak et al. (2011) but evaluated and further defined here, offer a valid way to examine the ways in which groups arrive at actionable consensus. This is particularly important in business meetings as said meetings typically have the express purpose of developing consensus around topics of strategic importance for the business. The question arises, though, in all of this, as to what role each individual plays in arriving at these moments of consensus. Is it the role of the leader to employ these strategies, as is suggested by Wodak et al. (2011) and others (Baxter 2014a; 2014b)? Or perhaps, is there a more social constructionist perspective that can be taken here?

## **CHAPTER 5 - INDIVIDUAL CONTRIBUTIONS TO CONSENSUS**

### **5.1 Introduction**

To this point, we have examined what linguistic and communicative means are employed in building actionable consensus. This has included a consideration of the linguistic strategies used in identity building, both as an individual as well as for a group. If you recall, the original research question was, “What are the linguistic resources used by individuals to build an actionable consensus?” The previous chapter has considered the discursive strategies which are employed by individuals in building a consensus, and I showed that each of these strategies can be observable through linguistic and communicative measures. Having answered what the resources are which are used by individuals, I now venture to answer the following questions, namely “To what extent is consensus built by an individual versus unique members of a group?” and “Are there any differences between consensus as it is built by an individual versus group members all contributing to said consensus?”

I begin this chapter by examining Wodak and colleagues’ (2011) seeming focus on the individual contributions, considering the different ways in which various participants contribute to building actionable consensus. I will show that consensus building is the contribution of multiple participants. Some moments of building actionable consensus are largely the result of the efforts of a few select people, but it is often the contribution of multiple parties that allows for consensus to be achieved. I will then show that not all discursive strategies are created equally, with some being employed more frequently and by more participants in order to achieve actionable consensus. I will then consider how individuals prefer to use the different discursive strategies, showing that individual preferences are visible in the coding structure and that there are groups of people who behave in more similar ways to each other.

## 5.2 Methodology

For the data that is discussed in this and the following chapter (see Chapter 6 - Topical Influences on Consensus Building), I coded all 29 conversations using NVivo Qualitative Data Analysis Software (Version 11). Following a coding structure as suggested by Gallois et al. (2012), the Actionable Consensus Corpus was first coded for speaker, then coded for each of the above mentioned discursive strategies as these are composed in aggregate from each individual sub-node (as indicated in Table 5.1 by the indented and sub-indented features). The following table shows this coding strategy:

**Table 5.1 – Codebook for Discursive Strategies**

Discursive Strategy	Feature	Details
Bonding	Pronouns	1.SG, 1.PL, 2.SG, 3.SG, 3.PL
	In-group terms	senior manager, SM, SOT, SLT, director, partner, staff, PM, project manager, SC, senior consultant, bench, project, consulting, NDA, SOP, student, kickoff, kick-off, issue tree, scope, consultant, semester, midpoint, mid-point, internal, deliverable, client, RWC, real world consulting, experiential learning, experiential
	Shared experiences	(manual - "why not, kickoff, last semester, previous conversation, etc.)
Encouraging	Encouraging	Agreement, invitation, repetition, back-channel
	New Idea	Presentation of a new idea
	Synthesis	Bring together multiple ideas
Directing	Interruptions	Instances of [ where a full phrase is presented; not agreement or repetitions
	Direct speech acts	Do this, say that, etc.
	Indirect speech acts	Maybe do this, perhaps you should, we should, I think, etc.
Modulating	Elevate a threat	This is a problem because...
	Mitigate a threat	This isn't so bad because...
Re/Committing	Future	Focus on the future and upcoming actions
	Promises	Assurance of action or quality

The analysis, as well as the graphs and charts, for this data were all created and done using NVivo Qualitative Data Analysis Software (see above). This includes a detailed cluster

analysis (Jaccard's Coefficient) which shows how (dis)similar the individual participants are to/from each other based on the linguistic and communicative tools they employed.

### **5.3 Co-construction of actionable consensus**

In any discursive interaction, the concept of constructionism implies that identity and discursive strategies are not only the constructs of an individual's production, but rather the co-construction of both a giver and a receiver, a speaker and interlocutor, as both participate as interactants (Potter & Hepburn, 2008; Bucholtz & Hall, 2005). This concept is based in the understanding that people "make their social and cultural worlds at the same time these worlds make them" (Fairhurst & Grant, 2010: 173). As consensus is now understood, then, it can be assumed that individual contributions towards consensus are both the constructions and linguistic displays of an individual in addition to the uptake and interactive acceptance of those displays by others in the group (Aronsson, 1998). This section will consider each of the five discursive strategies discussed in Chapter 4 - Five Discursive Strategies, by considering the ways in which they are the product of co-constructed interactions.

#### **5.3.1 Five Strategies Co-constructed**

Drawing upon the early work of Hymes (1967) which showed that the concept of a performance is more dialogic than monologic in nature (Bucholtz & Hall, 2005), later work by Bauman and Briggs (1990) displayed that performances of various types are emergent within the greater context of specific interactions (see also Briggs & Bauman, 1992). In each of the displays of discursive strategies, viewed as unique ways in which individuals (now understood as more than just what leaders do) contribute to building actionable consensus within a group, we find



that such displays are also emergent within the specific context of the interactions. If you recall back to Chapter 4 - Five Discursive Strategies, and earlier in this Chapter, you will remember the linguistic strategies which were identified as indicative of displays of bonding, encouraging, directing, modulating, and re/committing. We will now consider how these displays are dialogic, rather than monologic, will be considered here.

In the following example, taken from Clip 23 (see Appendix B), introduces a new character into the discussion. Long, the man speaking here, is a leading member of the Student Operations Team within RWC (known as SOT). The purpose of this group is to serve as the internal support mechanism for RWC, almost in the function of Human Resources. They provide materials, schedule things, and plan for future hiring and promotion timelines. In this interaction, Long is asked of one the Senior Managers (Chris), when people can start applying to be interviewed for a position within RWC for the upcoming semester.

- |    |       |   |
|----|-------|---|
| 5  | Chris | What's the deadline?  |
| 6  | Long  | So <b>our</b> plan was actually, uh-  |
| 7  | Baris | Figure it out?  |
| 8  | Long  | Yeah, <b>our</b> plan was actually have them go to these info-sessions, right, and hopefully up by the end of it, so starting that Friday, it would actually be fall break I think, so <b>we</b> want them to fill it out during Fall break, then that gives <b>us</b> a lot more time to just kind of like (.) go through the application and make sure that it's ready one by one |
| 13 | Baris | [That's-  |
| 14 | Jason | [So <b>we</b> have an early deadline to kind of encourage everyone [to apply  |

- 15 Long [Yeah
- 16 Jason Yeah
- 17 (multiple) mmm
- 18 Jason And I know this has been done before-
- 19 Ivan So your thought would be to have applications posted by November 14  
[on Friday?
- 21 Long [yup (.) that's, have them do it over fall break
- 22 Ivan T[hats good
- 23 Brandon [How do **we** make those dates known right now?
- 24 Baris Um, **we're** gonna like, announce everything on the RWC website, and I  
think **we** should (.) contact too all these like (.) student association groups

In this example, we see that Long begins by using the 1st person plural possessive “our”, indicating those who are doing this effort (I.e. - the SOT). What Long means by saying it in this way is that this initiative is spearheaded by the SOT, and he, being a leader in that sub-group of RWC, is showing the collective work of the entire group. This move is reciprocated by Jason, who is the Senior Manager over SOT, as he states that “we have an early deadline” (line 14). Thus we see that the group identity of SOT, as exclusive from the current group meeting (the Senior Leadership Team meeting), is not only constructed by Long, but co-constructed and taken up by Jason.

However, it is also key to note that the exclusivity of the SOT's efforts becomes incorporated into the SLT group. This can be seen as Brandon (line 18) then includes himself into this group by asking “How do **we** make those dates known?” In doing this, he includes

himself - not a member of SOT - into the group of those who are acting on this initiative. His move, however, does more than include himself in this initiative, but it includes the entire SLT in the initiative, as can be seen in Baris' comment (line 25) which states that “**we’re** gonna, like, announce everything”. Suddenly the chair of the SLT takes up Brandon’s initial move to be included in the efforts of SOT, and reflects that he too, and as the chair of SLT the entirety of SLT, is included in the work of at least announcing “everything on the RWC website” as well as contacting all of the “student association groups”.

The following example, also taken from Clip 23 (see Appendix B), shows an example of how encouraging happens. We see the initial structuring of encouraging through the use of questions, which act as a catalyst for conversation and discussion.

- |   |         |   |
|---|---------|---|
| 4 | Brandon | When do they apply by, though?  |
| 5 | Chris   | What’s the deadline?  |
| 6 | Long    | So our plan was actually, uh  |
| 7 | Baris   | Figure it out?  |
| 8 | Long    | Yeah, our plan was actually have them go to these info-sessions, right,<br>and hopefully up by the end of it so starting that Friday, it would actually<br>be fall break I think, so we want them to fill it out during all break then<br>that gives us a lot more time to just kind of like (.) go through the<br>application and make sure that it's ready one by one |

We see the initial question, “When do they apply by, though?” followed by a repetition of the question, though it is rephrased in asking “What’s the deadline?”. Long begins his response,

is interrupted by Baris who asks a similar question, and then continues by offering a synthesis of the information needed. The multiplicity of acts of encouragement, particularly in using questions and repetition, shows how multiple players engage in encouragement, and how Long's response, in synthesizing the answer, serves as a valid uptake of these catalysts.

Directing is perhaps one of the discursive strategies that is viewed as most monologic in nature, however it is well understood that even in displays of dominance, there is the need for one who is dominant over another. Even in displays of power, the display is found in the interaction (Cashman, 2008). The following example, taken from Clip 11 (see Appendix B), shows how Directing isn't just about exerting power, but rather it is about a relationship between speaker and interactant(s). This example is a dialogue between many Senior Managers as they discuss what leadership is, and other terms they think adequately describe the mission and values of RWC.

164 Logan Yeah, I don't think everyone joined looking for leadership experience (.)  
cuz there are certain pe- certainly people that come in and stay their  
whole time without seeking out a lot of leadership (.) and they seem to  
not really want it, [so-

168 Karen [Do you think it's more about a team environment?  
Like people do it to join a team and then work on a team?

170 Logan I mean, they certainly if they don't want to work on a team, they would  
never wanna join [or else they would fig-

172 Brandon [don't you want to encourage them to want to move up  
within the organization?

174 Ivan Yeah

175 Matt Wait, uh, eh, yeah but you can't [have everyone be at the top, right?

176 Logan [But you don't wanna force someone up  
or out

178 Matt Because you, like the backbone is (.) some of those consultants or (.) PMs  
that are (.) super solid and stay there (.) you know?

180 Karen [But I just think-

181 Matt [if, if everyone- yeah

182 (multiple) ((crosstalk))

183 Ivan I think the word leader is someone who controls a meeting in a [room

184 Karen [yeah!

You see in this example multiple instances of interruptions, known indicators of Directing. However, in order to be interrupted, one must allow themselves to be interrupted. They must cede the floor, as we see Logan doing in lines 167 and 171, while Karen does it in line 180. However, we also see that the floor does not necessarily need to be ceded, as we see in Matt (line 175) finishing his sentence though he is interrupted by Logan (line 176). In fact, Matt continues his turn, after allowing a short pause where Logan finishes his turn. Thus, we see that power and dominance are at play in both the speaker who interrupts, as well as in the individual who is interrupted. We see that Matt was not as keen to allowing himself to be interrupted, at least not as prone to it as were Logan and Karen. Thus, we see that discursive strategies which are used to lead towards an actionable consensus are necessarily co-constructed entities, with

multiple individuals interacting in a seeming orchestrated harmony, leading towards their emergence and verifiable performance.

### 5.3.2 Overlapping Strategies

It is important to note in the use of each of these discursive strategies that the distinction between one and another is more akin to a continuum, wherein linguistic displays can play the role of two (or more) discursive strategies at the same time. The following example comes from Clip 28 (see Appendix B), where the Senior Manager Logan is talking about another problematic team. This occurs later in the semester, and towards the end of the project. Logan has a Project Manager who has decided to ‘check out’ or essentially quit working. However, there are still a number of things which need to be done for the project in order for a strong deliverable to be achieved.

- |    |       |  |
|----|-------|--|
| 24 | Logan | But (.) yeah ((lau)) So I'm not-   |
| 25 | Chris | Sorry Logan  |
| 26 | Logan | Eh, it's ok. It's all right. I should have seen it coming.   |
| 27 | Baris | Does anyone has like a really really strong person who can take over project at this point?  |
| 28 | Logan | I mean, I, I honestly just want someone who knows how to make slides. Like, I'll tell them, like guide the scope of the project and help them get (.) content. But if someone has, like, a REALLY enthusiastic SC that could quickly understand this HR turnaround project - this is completely ironic, but this is an HR turnaround project – |

We start the example with a move of Bonding, as Logan laughs at his own misfortune based on this problematic Project Manager. Immediately he is interrupted in a move of Directing by Chris, but in a way that shows sympathy for Logan's issue, showing Bonding. Baris offers a potential solution in line 18, but asking for participation (Encouraging) and specifically the direct question if anyone has a possible person who could resolve Logan's issue. Logan responds to this with a move of synthesis (Encouraging), while using in-group terms (SC, HR turnaround project, scope of the project) as a furtherance of Bonding. He notices the irony of needing a new person for a project whose purpose is to resolve similar issues in their client company, and in so doing opens the floor for further engagement and reciprocation through laughter, which is taken up by most participants. Thus, we see in this short example that it is highly possible, and I would argue necessary, for the five discursive strategies to overlap with each other in actual usage.

Furthermore, it is also possible for multiple strategies to co-occur, where one strategy is seen in the use of individual words (pronouns in Bonding, for example) where a turn is also interrupting the turn of another (Directing). Thus, it is important to note that the overlap of strategies should disallow a consideration of a 1:1 correspondence, with only one word or turn or linguistic move as corresponding to only one strategy. Rather, it is highly possible for multiple strategies to co-occur within a single linguistic move.

#### **5.4 Strategies Used to Varying Degrees**

When examining the texts, it immediately becomes apparent that not all of the five discursive strategies suggested to play a role in building consensus (Bonding, Encouraging,

Directing, Modulating, and Re/Committing) are used uniformly. This is partially because the number of linguistic and communicative items which are coded as sub-nodes to each discursive strategy are not equal in number. For example, every instance of a pronoun was included as part of the strategy of Bonding. This was primarily done because any usage of a pronoun serves the purpose of establishing an identity role which is co-constructed in the act of its usage. However, it is also important to recognize the overlap of discursive strategies (see Section 5.3.2 above).

Regardless, certain strategies are used more frequently than others in the building of actionable consensus. Bonding was coded 4,747 times. Encouraging was coded 342 times. Directing was coded 1,363 times. Modulating was found the least, at 112 total times. And Re/Committing was found a total of 138 times. The following graph shows this information.

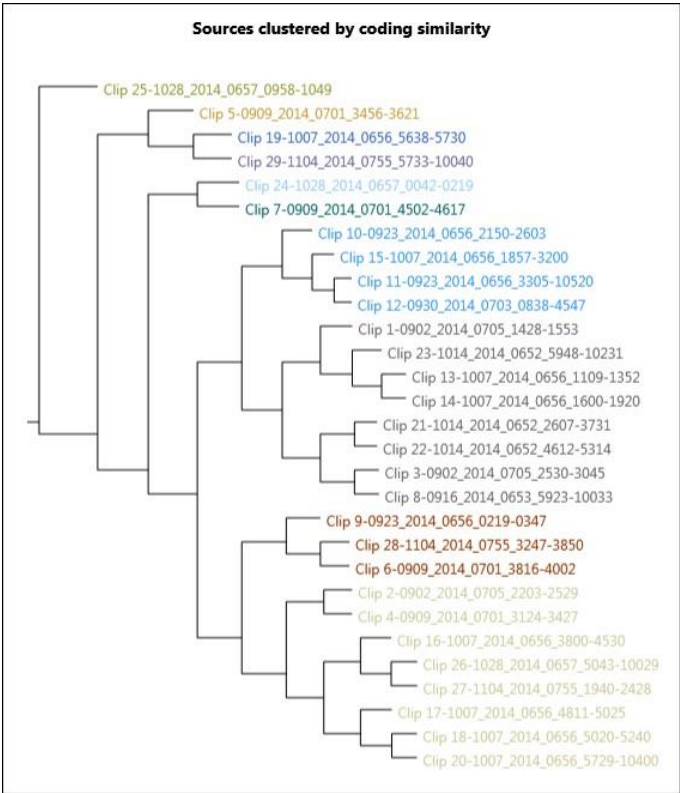
**Table 5.2 – Strategies by Total Coded Items**

	Total
Nodes\\Bonding	4747
Nodes\\Directing	342
Nodes\\Encouraging	1363
Nodes\\Modulating	112
Nodes\\Recommitting	138

Furthermore, where each strategy is unique from the other, and while some strategies may overlap with each other, it is also true that not every instance of actionable consensus building employs each strategy. This shows that the discursive strategies found within each clip is as unique as the speakers themselves. The following graph shows a Jaccard similarity coefficient (see Section 5.5 for more detail on this analytic tool) which clusters the clips based on the similarity in discursive features used therein.



Image 5.1 – Sources Clustered by Coding Similarity



It is possible that the colors of this graph may not display properly, and as such the following table shows the grouping of clips by similarity in their coding (see also Appendix C for the complete comparison with the Jaccard coefficient). However, what is learned from this is that it the different ways in which discursive strategies are employed can be shown to be more or less similar to each other.

5.5 Individual Variability in Discourse

While it is nothing new to show that there is individual variability in the ways in which people speak, even within groups (Eckert & McConnell-Ginet, 1992; Benor, 2010; Pennebaker

& King, 1999), this section will consider how the coding strategy proposed earlier and employed here can be used to quantify similarity and differences in discursive styles. I will show that, by using Jaccard similarity coefficient, the individual participants can be grouped based on the unique ways in which they work to build actionable consensus.

There were in total 2,231 turns under examination in the corpus for this study. While some of these turns include pauses (length of pause indicated), and others were instances of indiscernible crosstalk, the majority were clearly marked for each speaker. The following table (Table 5.2) shows the individual breakdown of number of turns per speaker across the total corpus, as well as the number of clips in which the speaker makes a contribution.

**Table 5.3 – Speaker by Clips, Turns, and Average Turns per Clip**

<b>Speaker</b>	<b>Total Clips</b>	<b>Total Speaking Turns</b>	<b>Average Turns per Clip</b>
Aaron	15	143	9.53
Adam	15	114	7.60
Baris	28	474	16.93
Brandon	16	47	2.94
Chris	21	124	5.90
Ivan	28	309	11.04
Jason	19	109	5.74
Jeff	10	67	6.70
Karen	20	228	11.40
Logan	16	179	11.19
Long	6	32	5.33
Matt	17	135	7.94
Raul	3	3	1.00
Robert	17	109	6.41
Saleem	12	35	2.92
Sean	15	101	6.73
Shanti	8	22	2.75

Jaccard similarity coefficient is a clustering statistic which is used to compare the (dis)similarities between linguistic samples (Grant, 2010). This statistic shows the similarity

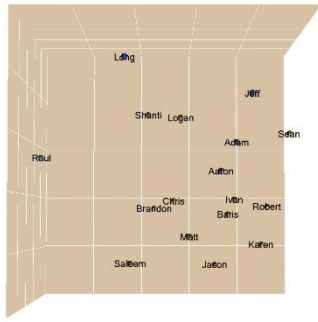
between individuals' speaking strategies by measuring the size of the intersection of two samples divided by the union of those samples as shown here (Levandowsky & Winter, 1971):

**Image 5.2 – Jaccard Coefficient**

$$J(A, B) = \frac{|A \cap B|}{|A \cup B|} = \frac{|A \cap B|}{|A| + |B| - |A \cap B|}.$$

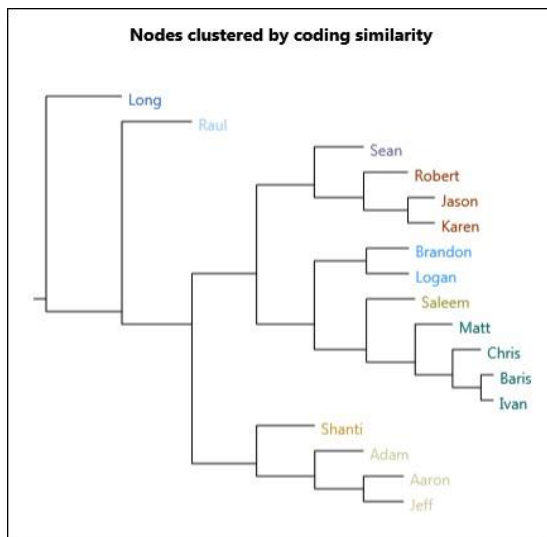
The purpose of using this statistic analysis is to consider the ways in which coding (as shown above) can correspond to similarities in speech style (namely, in the ways in which individuals use the discursive strategies uniquely). In this analysis, it is possible to establish a metaphorical linguistic fingerprint for each individual contributor (how they contribute to the conversations) as well as for each interaction (how the interaction plays out discursively). One potential downside from using Jaccard similarity coefficient is the necessity of stipulating the number of clusters into which the speakers will be grouped. I explored the possibility of as few as 3 clusters and as many as 17 clusters (as many clusters as there are participants). The only thing that occurs in increasing the number of clusters, is it sifts through the multi-dimensional dataset (dealing with 29 potential nodes for coding), and places the individuals as close to each other along all of those axes. A three-dimensional cluster graph shows the most detail, however it is difficult to interpret in two dimensions.

**Image 5.3 – Jaccard Cluster in 3-D**



In using a two-dimensional tree instead, and by using color to show 9 different groupings, the graph appears most easy to interpret. The following image shows this image.

**Image 5.4 – Jaccard Cluster in 2-D**



With that in mind, it can be seen that the following individuals are more similar to each other in their strategic use of those discursive strategies which lead towards actionable consensus.

**Table 5.4 – Grouping Speakers by Discursive Strategies**

Group 1	Long
Group 2	Raul
Group 3	Sean
Group 4	Robert, Jason, Karen
Group 5	Brandon, Logan
Group 6	Saleem
Group 7	Matt, Chris, Baris, Ivan
Group 8	Shanti
Group 9	Adam, Aaron, Jeff

What this shows is that, while all 17 individuals participate in building actionable consensus, they do so in unique ways. Long, Raul, Sean, Saleem, and Shanti are unique enough from everyone else that they are grouped together. However, we also see that Shanti is more similar to Adam, Aaron, and Jeff, while Saleem is more similar to Matt, Chris, Baris, and Ivan. Sean is likewise more similar to Robert, Jason, and Karen, while Long and Raul are largely dissimilar from everyone else.

When comparing the linguistic strategies, we also see that, when comparing the percentage of discursive markers which lead towards consensus (where the totality of these markers equals 100%), while there are 5 discursive strategies which can lead to building actionable consensus, there are any number of unique ways in which those strategies may be employed. For example, Brandon and Logan both have preferences for bonding (63.0% and 68.5% respectively) as well as encouraging (16.0% and 22.3% respectively), where both use a relatively similar number of agreement markers (as compared to the overall percentage of discursive markers which lead towards consensus). However, these similarities are not exact, and they also differ from each other where Logan uses 1.SG pronouns in 25.6% of his actionable consensus building discourse and Brandon prefers 1.PL pronouns, though they only account for

16.0% of his actionable consensus building discourse (see Appendix D for the full graph showing these numbers for all participants).

If the discursive strategy is indicative of actions of dominance, we see that Brandon plays the most dominant part when he does speak (17.3%). However, this percentage is relative to the frequency at which he speaks, which is rarely when compared to the rest of the group (only 81 coded utterances and 47 total speaking turns). Baris, who spoke most frequently (474 speaking turns of a total 2,231 turns in the corpus), showed forms of Directing 73 times whereas Brandon only showed these forms 14 times. The more in-depth graph showing total count of coded instances of actionable consensus building can be found in Appendix E.

While it is understood that the mere percentages of frequency of one discourse marker over another has many potential factors which may alter the conclusion derived from them, it is still noteworthy to recognize that these relative frequency numbers are indicative of unique, personalized ways in which the individuals in question indexically build actionable consensus within the larger group. From this, we can see that no one person, even the institutionally defined leader(s) (Baris, as the Student Executive Director, or Jeff and Adam as the full-time directors), play(s) the sole role in driving and building actionable consensus. Each plays his or her part, in his or her own unique ways, and in so doing, contributes towards actionable consensus for the larger group.

## **5.6 Discussion**

This chapter has shown a number of important things. First, it has become apparent that building actionable consensus and use of discursive strategies to that end is not exclusive to the actions of a 'leader'. Rather, the building of actionable consensus is a group construct. While it is

true that some individuals may play the role of authoritarian, and employ the Directing strategy more frequently to that end, in order for this group to arrive at actionable consensus, there needs to be more than the efforts of a single individual. There is not one instance where only the actions of one individual led to actionable consensus. Rather, it was through the collective contribution of the various players in each clip that consensus was achieved. Furthermore, the act of building consensus through the use of a discursive strategy requires the co-construction of that strategy by multiple players. Bonding is not simply done by one individual, but rather is the co-created indexicality of relationship building in which both speaker and interlocutor(s) engage. Each of the discursive strategies requires the relational element of discursive reality.

It has also been shown that each of the five discursive strategies is not employed with equal measure. Some (Bonding, for example) are seen more frequently in this group. While it is certainly true that other groups may achieve actionable consensus through different emphasis on one discursive strategy over another (it is, in fact, anticipated that such is the case), it is still important to recognize that each of the discursive strategies plays an important role for this particular group. It is in and through their strategic use that the group dynamics are brought into existence. Leadership theory in particular considers this in terms of Situational Leadership (Blanchard et al., 1993) where the context and group dynamics will determine which leadership style is most appropriate. Thus, the following chapter will examine the ways in which these dynamics (as well as others) play a role in determining which discursive strategies are used (and in what ways) in order to achieve actionable consensus.

Finally, this chapter has shown us that, while there are a finite number of linguistic and communicative strategies which are used to build towards consensus, the ways in which those strategies are used vary from individual to individual. The dissimilarities are key because it

shows unique individuals operating in their own way (similar to the concept of a unique ethnolinguistic repertoire, see Benor, 2010) to build consensus. Even though each of these individuals is a part of a single community of practice, they still operate in highly individualistic manners.



## **CHAPTER 6 - LEADERSHIP AND CONSENSUS BUILDING**

### **6.1 Introduction**

The initial intention of this dissertation was to provide empirical evidence for the linguistic features that index leadership in business settings. However, in examining the abundant literature on theories and approaches to viewing and studying leadership, including studies which show contextual information that guides where leadership might be played out, it became apparent that very little has been done to show the linguistic features of describing the semiotic practices which are indexical of leadership. This discovery is quite enticing, as better understanding the linguistic foundations of leadership provides much needed empirical traction to the field of inquiry. However, there is difficulty in attempting to follow in the exact footsteps of previous research largely because of a division in the approaches. This division divides the research into two camps, one which emphasizes the discourse and traits of leaders, focusing on the linguistic features which are indexical of effective leaders or those features which are used by people who are institutionally defined as leaders. The second camp emphasizes social constructionism, which considers leadership as an emergent phenomenon which is observable in and through interactions, though it largely fails to describe what leadership is, rather considering it the efforts of leaders (displaying a circular logic).

This chapter is an attempt to resolve issues from both of these camps, ultimately defining what leadership is (rather than simply the traits displayed or actions taken by leaders) while at the same time showing the linguistic and communicative features which are indexical of both the traits of leaders and the semiotic action of doing leadership. This chapter begins by considering the two camps described above. In so doing, I will show the theoretical mileage gained from each, while also exposing flaws unique to each. I will then show evidence for a definition of

leadership, showing how starting from actionable consensus allows for a more comprehensive and grounded approach to defining leadership as the communicative act of creating a frame through which others can view the world and act accordingly. I will conclude this chapter with a discussion of the implications from this definition of leadership, as well as the research approach used here which allows for further study of the linguistic foundations of leadership.

## **6.2 The Discourse of Leaders and Leading**

This first way in which researchers have attempted to view the discursive features of leadership follows many similarities to the trait approach to leadership studies. The trait approach considers traits or the display of traits, sometimes inherent and other times trained, which are possessed by effective leaders. From its early stages as a field of study, the trait approach assumed that there were particular leadership traits that made some people great leaders. It was believed that great social, political, and military leaders were unique in possessing these traits and the research attempted to differentiate the great leaders from the *hoi polloi* (see Bass, 1990; Jago, 1982 for descriptions of this type of research).

Further research along this approach shifted to consider leadership as a socially driven relationship (Stogdill, 1948) where individual factors (i.e. - personality traits) were viewed relative to the situations in which they arose. Stogdill (1948; 1974) showed through his research that "leadership was not a passive state but resulted from a working relationship between the leader and other group members" (Northouse, 2001: 16). This view of leadership is an attempt at appealing to social constructionism and has been taken up by many of scholars focusing on the language of leadership (e.g. - Uhl-Bien, 2006).

By focusing on the displays and co-construction of identities, those within this field understand that people "make their social and cultural worlds at the same time these worlds make them" (Fairhurst & Grant, 2010: 173). However, at the same time there is an underlying assumption that leadership is something that is done by leaders, and that effective leadership is performed by those who know best how to behave, interact, and perform in such a way as to influence others to see a particular point of view and act accordingly (Burns, 1978). Perhaps most problematic to this line of inquiry is the underlying assumption taken by many, namely that the behaviors and actions of 'leaders' must be what constitutes 'leadership'. A large portion of the feminist linguistic literature has fallen into this paradox, making appeals to social constructionism, yet missing the mark by focusing on the language of 'leaders', instead of asking what language and linguistic markers are indexical of leadership (see Baxter, 2010; 2011; 2012; Kanter, 1993; Wodak, 1997; Ford, 2006; and Schnurr, 2009 for some examples).

The trait approach to leadership studies emphasizes the individuality of 'effective leaders', showing that each effective leader will display certain personality traits which are indexical of their ability to lead, but also which simultaneously serves the semiotic function of 'doing leadership' or 'leading' in their display (Day et al., 2014). It becomes an object of consideration, then, as to whether or not the display of identity traits associated with leadership can simultaneously serve the semiotic function of 'leading'. To recall, the act of leading is defined previously as the a semiotic action which is emergent in and through interaction, where an individual constructs a frame through which others subsequently operate.

Samra-Fredericks (2004) considered the possibility of this connection by stating that many of the traits associated with effective leaders could also be associated with the performance of leadership, noting that the display of these traits served that dual purpose of both leading as

well as indexing leadership capability. Though many studies vary in the number of traits outlined as being particular to leaders and leading, the majority have converged on six traits which serve the purpose of indexing one's ability to lead: power, intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2001: 20). I will consider these six traits most frequently associated with indexing leader-like (cap)abilities in turn, considering the ways in which the display of the traits might also serve the semiotic function of performing 'doing leadership' simultaneously.

### **6.2.1 Power**

Power can be best defined in the sense of Brown & Gilman (1960) as the degree to which one individual is able to assert dominance over another individual. It is further defined by Locher (2004) as the assertion or exertion of influence of one over another. This relationship between two people is non-reciprocal, as both cannot have equal amounts of power over each other in the same areas. Important to this understanding of power is the fact that power does nothing to imply elements of respect or prestige (Dunbar & Burgoon, 2005). In addition to this we find solidarity as a symmetrical and reciprocal relationship between two individuals, as their relationship exists around some shared locus (Tannen, 1990). The linguistic displays of power are more frequently understood as displays of dominance (see Section 2.2), as power does little to suggest aspects of respect and prestige (Dunbar & Burgoon, 2005). To reiterate what has been stated previously, dominance can be displayed in either sociable or aggressive ways (Kalma et al., 1993). Take, for example, the unique differences between the linguistic moves of Directing (see Section 4.4), namely in using indirect or direct speech acts. Aggressive dominance is related to displays of

direct speech acts, where concern for face and social status are less frequently seen (Schmidt-Mast, 2002).

In the following example, taken from Clip 20, the group had agreed to hold a training session, and Baris begins this portion by requesting, quite indirectly, if anyone would be willing to put materials together for this training session.

- 99 Baris Yeah (.) that works, uh: does anyone:: (.) think that they can put together some material for it?
- 101 Robert What, what if, what if we created like a Google (.) PowerPoint or presentation? And everyone just kinda added slides and things that they thought were necessary to include?
- 104 Baris Um::, it might get too messy if everyone-
- 105 Ivan Yeah, I don't like using those only because those convert really crappy to (.) PowerPoint and it would just-- you would have to redo the entire thing.
- 108 Sean Um, I mean, I would-
- 109 Robert We would make you do that (lau)
- 110 Ivan No, I would be fine to, uh, to have that on, but if like, I'll send out an email if anyone wants to meet (.) and then just brainstorm and put something together over the course of the next few days. I could lead that though
- 114 Baris Yeah, if anyone wants to: help Ivan run that-

You notice the hesitancy in Baris, as he seeks to save face and not force anyone to participate in this activity. He pauses and elongates his words, both indicative of his reduced levels of dominance. Robert, in Line 101, suggests an idea, but does so in a question format by asking everyone else's thoughts on his suggestion. His reduced levels of dominance are seen both in his repetition of the beginning phrases ("what, what if, what if") and also in his use of question intonation. Baris exerts some dominance in disagreeing with Robert's proposal, but this is also done in an effort to save face as he elongates the filler word (um:::), and then uses an indirect speech act ("it might get too messy"). Yet the true display of dominance appears here in Ivan's interjection, as he cuts Baris off and immediately begins with negative sentiment, as well as direct speech acts ("I don't like using those"). He qualifies his reason why ("because those convert really crappy") and then makes a future oriented claim that "you would have to redo the entire thing".

The power dynamics are directly observable, as Baris and Robert seem to interact in such a way which saves face and doesn't directly place any one individual over another in terms of power. Ivan's interjection, however, is a direct face-threatening act and is done with the intent of positioning himself (Ivan) as having power over Robert. This is particularly salient in his assertion that Robert would have to re-do the work because it was originally done "crappy" (Line 57). Robert's response to this face-threat is seen through his use of humor, namely by taking advantage of the ambiguity in Ivan's use of pronoun. The phrase "you would have to redo the entire thing" implies the person to whom Ivan is speaking, namely Robert, but the pronoun could be plurifunctional, with the meaning of anyone, including the speaker as a potential recipient. Robert's humorous retort suggests that, no he would not have to re-do the work, because "we" (implying the entire group) "would make you do that" (implying Ivan directly).

Ivan's accepts the challenge, namely of putting together the materials as originally suggested, as he states "No, I would be fine to, uh, to have that on" (Line 60). In so stating, he has taken on the task of doing the work previously outlined (prior to this extract shown above) in putting together the materials needed for this training. He does, however, seem to hesitate in taking on this role - "lead that" as he states. He suggests that others could help him in his efforts - "I'll send out an email if anyone wants to meet" - but does not direct or suggest any one person in particular. Thus, while Ivan is taking upon himself the position of power and dominance in this particular act, namely the act of putting the materials together, he does not lead others to join him in this action.

What we learn from this interaction is that claiming the title of 'being the leader' or the person in charge of a specific activity does not necessarily imply that 'leading' is happening. Ivan mentions his ability to perform the task, but he is not leading others to perform that same task. In fact, Baris seems to be the leader in this interaction as he not only accepts Ivan's claim to task-specific role (being the person in charge of the task), but also invites others to join Ivan in this effort. Baris did not necessarily propose the action to be taken (how, specifically, the task will be accomplished), as this was done by Ivan when he said, "I'll send out an email if anyone wants to meet (.) and then just brainstorm and put something together over the course of the next few days" (Line 110). However, all the signs seem to show that the leader in this interaction is Baris as he is constructing the frame of operation for Ivan and potentially others.

115 Ivan            Should we have like different sessions on different things? Or should it  
be (.) the same thing and maybe like two or three different opportunities  
to go to it?

118 Baris                Probably the same thing, two different, two three different opportunities  
because people don't have-

120 Ivan                Ok, yeah I [can do that

121 Baris                [What do you guys think?

122 Aaron               Yeah, I think for presentations it's so universal

123 Baris               Yeah, just one thing, multiple time slots over the week so, you know,  
more people can attend.

125 Jason               Just make sure we can get that done before the midpoints

126 Baris               [Yeah, oh yeah that's a [real good point

127 Ivan                [Yeah

128 Sean                [yeah

129 Baris                A real timetable

130 Jason               Yes

131 Baris                Um, so, can you you come up with something until: next week's meeting?

132 Ivan                Yeah. Yeah, I'll have, I'll have, uh (.) general [things ready

133 Baris                [and Raul, is helping you,  
right?

135 Raul                Yeah

136 Ivan                Yeah, that's fine

Ivan defers to Baris' judgement (Line 115) regarding how the task should be completed. These specifics are constructed by Baris. Baris seeks group approval of the idea (Line 121), and reiterates the idea (Line 123). Jason introduces a potential external threat of a deadline (Line



125) in the midpoint presentations, suggesting that this training ought to be performed prior to the midpoint presentations in RWC. Baris agrees with this point and requests that Ivan “come up with something” within the next week. Baris also makes a very indirect question, by addressing Ivan and asking if Raul would be helping him (Lines 133-134).

If we consider the entirety of this episode, we see that Ivan is first in displaying dominance and in so doing, takes on the role of project leader. However, Baris shows more displays of dominance and can also be seen as encouraging Ivan and Raul to do the task under discussion. It can be argued from this, then, that displays of dominance are not inherently correlated to the semiotic action of leading. Ivan’s displays of dominance are not what is seen as leading in this clip. Rather, it is through Baris’ combined displays of Bonding (use of face-saving strategies), Directing (inviting people to act both directly and indirectly), Encouraging (acknowledging the validity of Jason’s act of Modulating), and Re/committing (through the indirect question of Raul’s participation), that leadership is accomplished. More appropriately stated, it is as Baris constructs the framework of operation for his colleagues, and then guides them through that framework in moves of Bonding, Directing, Encouraging, and Re/committing that leading occurs.

### **6.2.2 Intelligence**

Intelligence has been shown to be positively related to leadership. Humans have been shown to make displays of their intelligence in their interactions through the use of lower frequency words (Rosenberg et al., 1990). Other indicators of intelligence include perceptual ability and reasoning skills (Northouse, 2001). However, it is important to note that individuals who wish to display intelligence, but do so beyond the capacity of the group with whom they

interact, find that such displays can have a detrimental effect on their ability to emerge as a leader (Bennis & Nanus, 1985). Simply put, people who wish to be emergent leaders will not seek to display degrees of intelligence far above that of the group.

The following example comes from Clip 12, where the entire SLT is discussing and suggesting the different words that ought to make up the RWC mission statement. At the point of this example, they are debating the differences between the term “top ranked” and the term “leading” as valid descriptors of their organization.

- 471 Jeff Um (.) I don't know (.) one of the things you can do is be top ranked (.)  
leading, what does leading mean? It doesn't mean anything to me (.)  
everybody says lead or leading (.) why don't we say hey we wanna be the  
top ranked university (.) consultancy?
- 475 Aaron Ranked under what?
- 476 Ivan Yeah, by whom?
- 477 Aaron Like (.) to us, just ask us
- 478 (lau)
- 479 Jeff There's a paper that's out that said we were top-ranked
- 480 (lau)
- 481 Karen Adam thinks [we're top-notch
- 482 [(lau))
- 483 Karen Yeah
- 484 Jeff But that still counts
- 485 Karen (lau)

486 Aaron I could ask the same question about leading, who's going to determine  
who's a leader?

488 Karen Well people come to us as an example

489 Jeff They do, I had a call yesterday from (another similar organization)

490 Karen The fact that people are following is evidence that we lead

491 Jeff Top ranked means no pressure on people down the road, when they're in  
your seats, they continue, when they're in Adam's seat, my seat, continue  
to be the best (.) leading is too far

494 Adam So is this MECE?

495 Ivan Mutually exclusive, collectively exhaustive?

496 Aaron Thanks Ivan

497 (10.4)

This interaction provides numerous insights into the dynamics and role played by the full-time directors of the program. Adam and Jeff both serve in this capacity, and as such are regarded institutionally as more experienced, more knowledgeable, and largely more competent at serving as guides and advisers for the students who comprise the Senior Leadership Team of RWC. Both men hold advanced graduate degrees and have years of practical work experience behind them as supports to these claims. However, regardless of the supposed position and anticipated deference it might incur, the Senior Managers here are openly rejecting the suggestion made by Jeff that using the term 'leading' or 'leader' is insufficient. The discussion involves the perceived semantics of the terms, specifically considering what using one term or the other might imply about the organization. Aaron and Ivan suggest a practical application of

the term ‘top-ranked’ and its semantics, implying that there is a ranking body and that such an organization has officially declared this position. Jeff makes an effort to claim understanding that some third-party, “a paper”, has said such a thing in one of its publications. This, however, is dismissed by the group through laughter, and the subsequent open mockery of the suggestion by Karen who implies that having Adam, the other full-time director of the program, think they are good is sufficient. This open joke is reminiscent of the often-used stance of “my (parent) thinks I’m smart” as a joking qualifier, stating that someone internal to the group is insufficient to determine status and ‘ranking’ for any one person or organization.

Aaron reverts to a more serious question in defense of Jeff’s proposal that the term leader is insufficient. In it, he asks who determines leadership status, as if it were determined similarly to how rankings are administered by a governing authority. To this, Karen’s response suggests that the actions of others are sufficient to imply leadership status, whereas the actions of others is insufficient for (in her mind) an official ranking. Jeff agrees with this logic, which Karen reiterates in Line 490 by stating “the fact that people are following is evidence that we lead”. However, though he agrees with Karen’s logic, he provides further concern for the pressure placed on future leaders in the organization by being known as a ‘leading’ or ‘leader’ among similar organizations. This pressure, he suggests, is alleviated when the determining factor comes from an external source, as it does from being ‘top-ranked’.

At this point, Adam interjects by asking a question which none of the participants, but one (Ivan) seems to understand. “Is it MECE?” he asks. This concept is apparently foreign to everyone, as indicated in their lack of response to the question, that Ivan clarifies, describing that the acronym means “mutually exclusive, collectively exhaustive”. This term is frequently used by management consulting firms as way to describe collecting information. Using MECE

(pronounced [misi]), consulting firms encourage consultants to examine all possible options (collectively exhaustive) and group the information into categories where no one part of the sets overlaps with another set (mutually exclusive) (Cheng, 2017).

Perhaps the term MECE is understood by everyone in the group. After all, it is a term specific to management consulting, which is a field in which RWC plays. If this were the case, Ivan's reiteration of the entirety of the acronym would be perceived as negative and belittling towards the intelligence of those to whom he was addressing. However, it is also possible that none (or at least very few) of the interactants understood this term, which would have seen Ivan's reiteration as useful. The length of pause following his comment, though, suggests that the term was lost upon most of the student participants. Had it carried weight and meaning, the conversation would have naturally answered the question posed by Adam. However, the question was never answered, and the term 'MECE' was never used again nor referred to.

The use of a new term in a conversation can perform a number of functions. One of those functions can be to recall to memory what is already understood by the group, yet which contributes to the conversation. Adam, in using the term MECE, can be seen to be attempting this role by asking these question. Yet his use of the word, and the subsequent lack of response it garnered, indicates that the purpose of the word use was rather to display intelligence which was beyond the group. This can be seen as Adam does not participate in the conversation for quite some time following this move, allowing sufficient distance to accrue between his (possibly accidental) display of intelligence and any subsequent moves which might also display this intelligence.

It is important to note that, displays of intelligence which are of equal value to the group are met and received with equal participation. In moments such as the MECE statement, though,

where displays of intelligence overshoot the anticipated level of conversational appropriateness, moves are needed to distance oneself from them (as is seen in Adam's lack of participation for some time following the move). Also, throughout this interaction, it is not apparent that any form of leadership is taking place. In fact, the conversation never comes to a spoken agreement of whether or not to use top-ranked or leading. The construction of frameworks is occurring, as individuals are actively defining and redefining the semantics of terms, yet no one framework is successfully achieved as would be seen when others agree with that term or use it themselves.

### **6.2.3 Self-Confidence**

Displays of self-confidence have been shown to index effective leaders (Bryman, 1992). Self-confidence is a feeling of certainty about one's abilities and competencies (Northouse, 2001). Baxter (2011) considered one linguistic element as a display of self-confidence in 'double-voiced discourse', showing that discourse which attempts to address both the topic at hand as well as a 'hidden polemic', or a partially hidden, additional intentionality, can be associated with a lack of confidence in the speaker. Baxter's study attempted to show that there were differences between male and female discourse in scenarios of leadership, where women used more double-voiced discourse than did men. Leadership, as defined in this study, involves exerting influence over others, and when individuals use linguistic displays of self-confidence, it can be anticipated that they are viewed as more 'leader-like'.

The following example of a display of self-confidence comes from Clip 28. Logan presents a problem where one of his Project Managers decides to stop doing any work on her project. This PM was not doing a good job to begin with, according to Logan, and he is highly disappointed in this new turn of events.

- 27 Baris Does anyone has like a really really strong person who can take over project at this point?
- 29 Logan I mean, I, I honestly just want someone who knows how to make slides. Like, I'll tell them, like guide the scope of the project and help them get (.) content. But if someone has, like, a REALLY enthusiastic SC that could quickly understand this HR turnaround project - this is completely ironic, but this is an HR turnaround project –
- 34 (multiple) ((lau))

Logan displays confidence in his ability to take over the project by stating that he doesn't need someone to take over the project (as Baris suggests in Line 27) but rather only wants "someone who knows how to make slides". Logan claims that he can tell this person "the scope of the project and help them get (.) content", and essentially play the role of Project Manager. There is no uncertainty in his claim to be able to handle this project, as he even claims that all he needs is a Senior Consultant who is enthusiastic, with Logan taking on the charge of instructing that person.

Many suggestions are proposed, namely where Baris asks if they should pull someone from off the bench (the reserve station of consultants) to fill this role. However, Logan continues to show his confidence in his own abilities, especially by presenting the potential issue of introducing a new Project Manager to the client this late in the game.

47 Logan But I can't-- I can't introduce a new PM to the client at this point (.) but if-- I mean, I'll just essentially take over a lot of the sort of PM-- if they can just really help me make slides and so I'm not-

Logan continues to show his confidence in his own ability to do the work, and take on the role, by diminishing the need he has for assistance. He only claims to need help with the slides, a more laborious task which could take up significant time (see Line 37, where Logan states to need someone who would “be willing to, like, stay up a couple extra hours before big presentations”). Multiple solutions are proposed, none of which satisfy this simple need, until Baris recalls a person who could offer the assistance Logan is requesting.

122 Baris OH! This (.) Jue (.) came back, and emailed me. He was a deferred PM. He went to China, uh, asked for his promotion, and he's really enthusiastic. He's like can I help with something, I'm back.

125 Logan All right, yeah.

126 Chris Let's do it.

127 Baris Do you want him?

128 Logan Good call

129 Baris Ok, alright, good,

Thus, we see that the self-confidence is displayed primarily by Logan, as he states that he can do the job, that he only needs help in one particular area, namely those time-intensive tasks. However, this example also shows that Logan was not leading the group towards a consensus.



He was verifying his own ability to lead the project team by taking on the role of Project Manager, however it was Baris who led Logan (and the group) towards the solution when he proposes the solution (constructs the framework) that would work (Lines 122-124) and then verifies that it would, in reality work for Logan (Line 125). Thus, we see that, while displays of self-confidence are associated with effective leaders, they are not necessarily the act of leading.

#### **6.2.4 Determination**

Determination, another trait associated with leaders, refers to an intrinsic motivation to accomplish some task, and includes characteristics such as initiative, dominance, and persistence (Nadler & Tushman, 1989). It has been shown that degree of dominance, or this manifestation of power, can be measurable in terms of speaking time, with more dominant and determined individuals taking the floor more (Schmid-Mast, 2002).

If this were the case, the most determined person would be Baris. Throughout the course of the corpus, Baris speaks or acts in 28 of the 29 clips, and has 474 total turns, averaging 16.9 turns per clip in which he appears. The least determined person would be Raul, with only three total turns, followed closely by Shanti (22 turns) and Long (32 turns). On a micro-level, though, the level of determination is also perceived in persistence in participating. The following example comes from Clip 9, where Logan is complaining about a problem consultant who has requested to be transferred to a different project. In this example, we see Logan presenting the problem (Lines 6-9), then continuing to present the issue on Lines 20, 23-24, 26-27, and 29. After responding to a clarifying question, he continues to explain the issue on Lines 42-44 and then again on Lines 59-60. In the total interaction which spans 102 turns, Logan persists in

explaining the problems of this consultant and the team over 20 turns and 384 total words, totaling 48.8% of the total discourse for the interaction.

**Table 6.1 – Logan’s Discourse in Clip 9**

Total Turns	102
Total Words	787
Logan's Turns of Explanation	20
Total words in these turns	384
% of total discourse	48.80%

It can be said that Logan is rather persistent in his interaction here. Similarly, there are numerous other examples which can show the persistence of other individuals (Baris in Clip 5, Ivan in Clips 8 and 12, Karen in Clip 11, Robert in Clip 15, Sean in Clip 16, etc.). However, regardless of how persistent or ‘determined’ the individual shows him/herself to be in the interaction, there is no correlation between increased number of turns in an example and that speaker either constructing a framework through which others might act or leading the group to a solution proposed by another. In fact, many times it is someone else who offers the suggestions which lead to group consensus. This can be seen in the following example from Clip 15. In this example, Robert dominates the conversation as he explains his problematic Project Manager. In an interaction that lasts 124 turns, Robert speaks for 37 turns, totaling 810 words of a total 2,694 words uttered (30%). Yet the solution for the problem is presented by Chris in the following interaction.

- 271 Chris Yeah, I think Baris you gotta be involved in that process too (.) you know?
- 273 Baris Yeah

- 274 Chris Just because (.) I know (previous Student Academic Director) was very involved in the process, and you're involved as well (.) like he should know that it's not really a surprise if you have to let him go eventually just because (.)
- 278 Baris Um, maybe we can have a meeting with him, Robert?
- 279 Robert Yeah, I think that would be great
- 280 Baris And then see what happens? Give him the time, last warning clearly, and then (.) do whatever is needed. I, [I'll follow up with that
- 282 Robert [Sure

Chris, who speaks a total of three times prior to his proposition in Line 271 (Line 7, where he says “Adam does”, Line 51, where he states that this problem happened last semester, and then Line 67 where he agrees with a comment made by Jeff), suddenly suggests that Baris ought to be involved in the process of solving the issue, citing what a previous Student Academic Director had done as precedent. In this example, we see that Chris is performing leading by informing the others that a possible framework for acting exists, as the previous Student Academic Director had acted in that way, and then encouraging Baris to act within that framework, to which Baris agrees. Hence, we see that determination and persistence are not necessarily the indicators of performing leading or ‘doing leadership’, but rather it is in the guiding of others to act within a frame which is more likely the performing of leading.

### 6.2.5 Integrity

The fifth trait considered within the trait approach to leadership studies is integrity. This is displayed when individuals take responsibility for actions as well by adhering, in practice, to a "strong set of principles" (Northouse, 2001: 20). Larrimore et al., (2011), for example, showed that some linguistic features such as extended narratives, strong use of descriptive language, and an increased use of quantifiers was associated with increased levels of trustworthiness and credibility in a lending environment. Displays of deception and decreased maturity are associated with a lack of integrity and hence, with a decrease in 'leader-like' traits (Gentry & Sparks, 2012).

Considering the example used above from Clip 15, where Robert is complaining about his problem Project Manager, we see many displays of integrity from both Robert and Sean.

- 120 Sean        Like (.) and, yeah, like and it needs to stop. I, I have a PM right now that I probably wouldn't- I'm gonna tell him that he probably shouldn't come back next semester, if, if he keeps it up. I mean like-- it's just like (.) we always like, just be like, all right, it'll be someone else's problem next semester, and this happen and like, Robert has to PM a project basically.
- 125 Baris        Yeah
- 126 Sean        And that just stems to our greater issue that we always just like, "All right, like next semester we'll handle it. Like I'll be graduated, I'll be fine," and then like you just kind of screwed over the organization.
- 129 Robert       I, I, I would not (.) I would not ((hits table three times with words)) put this issue on anybody else next semester
- 131 Baris        Yeah, definitely that, that's a great-

Sean's integrity is seen as he is able to Modulate through synthesis of the greater issue at hand. He shows that even he has a problematic Project Manager, but that what needs to happen is they should not pass the problem on to someone else for them to deal with in the coming semester. Robert agrees with this statement, stating that he also would not wish to "put this issue on anybody else next semester". They both appeal to a greater sense of duty and responsibility to the greater organization, stating that they would rather deal with an uncomfortable issue currently (firing a Project Manager) than pass that responsibility and difficulty to someone else at a later date. They appeal to qualities perceived in leaders, namely the ability to take on responsibility and do things which others perceive as uncomfortable or undesirable (Palestini, 2009).

While Sean exhibits the initiative in presenting this appeal to desirable qualities, this is not inherently the act of leading. In this moment, Sean is merely appealing to those qualities. It is only later that he offers a potential solution to the problem which is among many proposed.

178 Sean I mean, like, even maybe having a discussion and be like, "Hey, like, this  
is (.) not the standards that we set for PMs." Like, um, if you just kind of  
180 tell him if his behavior continues, like, this could lead to potentially like  
leaving the organization or be asked to leave. I think that, I think more  
often than not, like the THREAT of being asked to leave, like is a pretty  
good motivator (.) or it maybe influence them. So like (.) you could try  
that. I mean, I don't that should be your go-to in terms of like, just like

185                    hey we want to fire you. Like, I think just-- but, if it continues this like  
"LOL should not be in email." If he's not, like holding people  
accountable. Like, that's something that we don't hold our PMs to that  
standard. I mean, if you have a great Senior Consultant, I think, maybe  
you should start using them as a crutch these next couple weeks: (.) Like  
190                    see how they kinda step into the role. And if they're doing a great job,  
then like maybe you need to evaluate, like, is it time to ask him to leave

At this time, we see how Sean offers a viable solution to the problem. There are no real indicators of Sean's integrity here, but rather it is the relic of his displays of integrity which were displayed earlier (Lines 120-124 & 126-128, above) that provide sufficient validation for Sean's statement here (Lines 178-191) which is acceptable to Robert. Hence, we see that the display of identity traits associated with being an effective leader serve to purpose of building credibility for later acts of leading.

#### **6.2.6 Sociability**

The sixth trait I would like to define and consider is sociability or the ability to relate, or interact with other members of a group (Kalma et al., 1993). This is displayed through connections achieved through Bonding strategies, as it is an "ascribed or achieved quality implying respect and privilege, [though it] does not necessarily include the ability to control others" (Hall et al., 2005: 898). In fact, while Bonding is an important factor to building team solidarity, as well as establishing stance with relation to ideas and positions, the discursive strategy is not necessarily associated with the discursive act of leading others to behave in a

particular way. Rather, it is ought to be considered in a way similar to displays of integrity in speech, allowing for future interactions of leading to occur because of the relationships which have been established previously.

There are a number of interactions in which Ivan loses respect from other members of the group. For example, in Clip 9 he makes a derogatory comment towards a problem consultant who is from Singapore (Line 21 - “All people from Singapore are lame”) while addressing Chris, as Senior Manager from Singapore. This attempt at humor is perhaps too pointed, and Chris’ response (clearing his throat - Line 23) indicates that he would rather ignore this attack on his nationality and focus on the issue, ie the problem consultant. Over the course of the observation period (lasting an entire semester), Ivan makes additional interjections and comments in less-than-sociable ways. For example, we see in Clip 12 the reaction people have to his often overt way of interacting with the group.

386 Ivan            Try s- (.) I’m just gonna say it, I’m gonna read what’s up there and let’s  
see how it sounds

388 ((snickers))

389 Ivan            To be the leading university consulting network by providing experiential  
learning opportunities and actionable client solutions

This text in and of itself just shows that not everyone in the group sees Ivan’s style of exerting himself as a necessarily positive thing. This is further seen when someone makes specific joking reference to Ivan having read it out loud.

- 395 Ivan I think, consulting network sounds (.) decent
- 396 Robert Read it (.) read it one more time, I don't think it sounds very good
- 397 Ivan I didn't
- 398 Karen (lau)

Robert places a subtle jab at Ivan's previous bombastic display. Robert is not merely stating that he doesn't think the phrase sounds good, but rather is making a nuanced claim that Ivan reading out loud does not sound very good. Karen expands this mockery of Ivan through laughter, showing that she too agrees with Robert's dog whistle or message in coded language which has additional meaning to a targeted sub-group (Albertson, 2015).

Over the course of the semester-long inquiry into this group, it became increasingly apparent that Ivan's interjections and mannerisms were less-than sociable to the rest of the group. Subtle reactions to him and his frequently histrionic interjections increase over the course of the semester, though no one ever explicitly reprimands him for such interjections. The most frequent reaction is silence, as if not knowing how to react to another display. This isn't to say that Ivan is not sociable, in fact he makes many appeals to be sociable. However, Ivan is never found in a position where he leads or guides others towards a solution throughout the texts. The reason for this is because of an apparent lack of social capital which allows one to enter the role of 'leader' where the semiotic act of 'leading' is played.

### **6.2.7 Traits and Leadership**

There are a multiplicity of ways in which 'leadership' traits can be displayed. It appears as though the indexical display of these traits does not simultaneously index the performance of



leadership where those traits are necessary. Rather, I would argue that the indexical display of qualities assumed to be ‘leader-like’ or found in effective leaders serve as an economic account, as it were, where those who need to perform leadership can only do so if they have accrued sufficient ‘leadership’ capital in the eyes of the participants. This ‘leadership capital’ is the economic strength to behave as a leader or take on the role of ‘doing leadership’. While the trait approach is sufficient to consider traits that might be desirable in those who lead, it is insufficient to describe the act of leading in and of itself. Rather, displays of these traits can be seen as the accumulation of sufficient cultural capital to be allowed by the group to behave as a leader. The following section will view the more emergent factors of the act of leading in light of this.

### **6.3 Emergent Leadership and Actionable Consensus**

It is important to recall what has been mentioned previously, namely that there are two camps of the study of language of leadership. Where each of these studies succeeds is in showing that leadership is an act or a moment in time where leading, or rather guiding, occurs. While they have attempted to define the linguistic features of such emergent leadership, attempting to show those features which are used to signal that leadership is being done, they have focused their research on either the differences in features between men and women who are assumed to enact leadership (only showing what women do, in the case of Baxter) or in the perception and detection of leader emergence. Problematically, both of these types of studies have issues in differentiating between leadership and displays of dominance. As was shown in the previous section, while dominance may play a role in ‘leading’ or ‘doing leadership’, displays of a dominant identity are not to be considered those instances where leadership occurs.

## 6.4 Defining Leadership and Leading

Rather, I propose that leadership is the act of leading. It is the moment of discourse in which a solution to a problem is proposed which elicits consensus from others to act accordingly. Put simply, it is the proposal of a solution which results in arriving at actionable consensus. This proposal may be submitted by a single individual, as in the following example from Clip 25.

- 9 Ivan I haven't done it yet, actually  
10 Baris Oh, you will put it on the drive?  
11 Ivan Oh, I'm on it, I'm on it, yes

The problem at hand was that the group needed access to certain information. Baris proposes the solution to this problem by requesting that Ivan put the information of the shared online drive, to which all other members of the SLT have access. Consensus is reached when Ivan agrees to act accordingly "I'm on it, yes".

This simple example shows the moment of actionable consensus being reached because of a single proposal, from Baris, which is rather direct in nature. The question then arises as to whether or not 'leading' occurs when there is no one person who proposes a solution to a problem which leads towards actionable consensus. Take as an example the following segment from Clip 24 in which Adam and Logan are discussing a dinner for one of Logan's project teams with their client.

- 24 Adam (1.3) How many of the team can go?

- 25 Logan So, if we're doing it a little bit later:: (.) like if we start the dinner around six... I think a few people have class, five to six, two of them. The rest are good even at five. So do we want to do a s::ix?
- 28 Adam Yeah, I mean I've told... the reason I gave, I gave them two times. I said we could go at five or seven and he said either would work
- 30 Logan Ok
- 31 Adam So, even six-thirty.
- 32 Logan Ok
- 33 Adam Well, even, I think I told them five or seven
- 34 Logan Ok, so I can just do seven then
- 35 Adam So we can just do seven

The problem at hand is when to hold the dinner. They wish to maximize the total number of consultants who can attend this dinner with their client, while also finding a time that works for the client. Adam had proposed two times to the client, “five or seven”. Logan wishes for a majority of his consultants to attend, and thus suggests that later is better by stating that “if we’re doing it a little bit later::” more can be present and hence, the solution would be better. There is no real need for one specific person to overtly propose the solution as the logic is apparent, however implicit it may be. As such, this example should not be considered an example of emergent leadership, because no one person was needed to suggest a solution to which others would agree. The logic of the situation presented its own solution.

Thus, if leadership, or the act of leading, is performed by an individual, the question is whether the act of proposing the solution (constructing a framework) and the act of guiding the

group towards a consensus around that solution (guiding through that framework) are inseparable from each other. In the following example, taken from Clip 17, I will show that the two elements are separable from each other, and in fact are performable by distinct individuals.

- 4     Baris            Yeah [that's, that's
- 5     Karen            [availability, but we just don't want to set up all these and assume  
that you know there's 200 consultants and you know (.) 50 will show up  
when, you know Tuesday nights are busy
- 8     Jeff              That's a really good point and Adam and I just talked about it. I think we  
should start thinking about, him and I, about our families and doing  
things at 7am in the morning instead of leaving here three nights a week  
at 9 o'clock. Ok? And I don't think there's too many people who have  
excuses where they can't be there at 7. You guys are certainly here at  
7am, and that, you know, gives everybody an opportunity to participate,  
as opposed to, you know, doing it in the evenings, and now we have to do
- 15                   substitute sessions, so we get penalized because someone else doesn't  
make it there, but 7am there is very few excuses (.) so I think that's the  
general direction we head (.) if people really wanna learn, they'll be there
- 18     Robert          Make SOT compile all the availability in spreadsheets
- 19     (multiple)       ((lau))
- 20     Jeff              It makes it easier on you guys too, I don't think we need to do that, we  
just say, hey, starting at 7, if you can't be there, then that's unfortunate
- 22     Karen            Yeah

23 Jeff But I don't think many people are going to have a good excuse

24 Karen You know all of us can look at our teams and then give you [like, two  
nights

26 Baris [yeah

27 Karen That are most free for, [our teams

28 Logan [yeah

29 Baris [actually, that, that, a [good idea

30 Aaron [we plan stuff all the  
time, so that would be helpful if we, you know generally, I mean, that's,  
that was why last semester we would do like, two sessions, in hopes that  
like, we can try and at least, you know, get you know most people, um,  
cuz, you, you can't like serve everyone's availability, but do you guys  
35 have like good (.) nights or times, please shoot them my way so we can  
try and compile them, so we know generally what's best

37 Robert What if the gym doesn't open till 7 and I can't get my workout in

38 Logan Pshhh

39 (multiple) ((lau))

40 Ivan I think 7's a [good

41 Logan [I mean, like, honestly, I can say, like, that's all my people  
are free across all my teams at 7am

43 Aaron Yeah, do we wanna move towards like, morning stuff [then?

44 Logan [I would like that

45 Aaron Is that, the consensus?

46 Karen N- you know if everyone had that option

47 Sean I would say like mandatory training, that could possibly work, but I

would say for some of the like the supplemental ones, like if we did like a

modeling one that was like mandatory like, I think a lot of people do

50 value the trade off of sleep versus like benefit of additional learning. I

think people might be hesitant. I mean, we can try it out, and it's just pure

assumption that I making, which is not validated at all. So, I, I definitely

think it's worth a try, but I think for the supplemental ones, I don't know,

I never seen one. But like I said, I have no validation of the claims.

In this example, we find two problems. The first is when to hold a training. Jeff suggests a solution by holding it in the early morning hours, because that works best for him and Adam (Lines 8-17) who have families. The second problem is how to best know what times work best for the entire organization of RWC. Robert suggests the solution to this in Line 18, by saying that they should force the Student Operations Team do the work. Both problems are carried on simultaneously, with Jeff continuing to suggest that 7am works, and Karen and Aaron continuing the line of thought that the SOT ought to compile the list of availabilities. The two problems merge towards the end when Robert addresses the concern with a further (hypothetical) concern, which Logan promptly rejects (Line 38 - "Pshhh"). Ivan shows agreement with the initial proposal, and Logan interrupts and likewise agrees. Aaron asks if everyone is in agreement with this idea, and consensus is reached when Karen states that the option is viable "if everyone had that option" and Sean states that it "could possibly work", that some "people might be hesitant" but that "it's worth a try".

This example begets the question of who led the group to reach the consensus? Was it Jeff who proposed the solution (constructed the framework)? Was it Ivan who first agreed with the proposed solution? Was it Logan who subsequently agreed with it? Was it Aaron who wanted assurance that consensus had been reached? I argue that leadership, or the act of leading, is the co-constructed act of building actionable consensus. Jeff led the group to a possible solution by proposing it. However, this in and of itself is insufficient to build actionable consensus. It was necessary that the topic be reciprocated and accepted by others, namely Ivan and Logan. Jeff's action, without the reciprocation from Ivan and Logan, would not constitute leadership. Ivan and Logan, in accepting Jeff's proposal lead the entire group to an actionable consensus. Hence Jeff is the one who 'did leadership' in proposing a viable solution (constructing the framework), though it was only because of the actions of Ivan, Logan, and also Aaron, Karen, and Sean, that Jeff's actions can constitute the doing of leadership.

## **6.5 Discussion**

In this chapter, we have seen that leadership is definitionally difficult to understand. Theoretical approaches that examine the traits which are indexical of effective or good leaders can be descriptive in nature, showing the linguistic features which are indexical of leader-like traits. For example, the linguistic features of indexing power are found in dominant displays. Studies have shown this repeatedly within the linguistic literature. However, we have seen here that displays of power (or the individual trait of having power) ought not to be considered the act of leading or building actionable consensus. Intelligence is manifest through use of low-frequency words or other communicative features which are indicative of high reasoning or ability with logic. However, the display of such intelligence is not a way which may be

considered leading or ‘doing leadership’. This is similar with linguistic displays of self-confidence and determination.

We later realized that these displays of identity, the indexical means by which individuals make claims to be more or less leader-like, ought to be considered the development of linguistic capital or cultural ability to perform the part of ‘leading’. By examining displays of integrity, this realization was made apparent, as someone develops a particular rapport with the other members of the group. One is known as being integrous only after having proven such integrity among other members of the group. As such, one does not simply enact integrity, but rather uses the capital which they have accumulated in a move which proves the assumption that they are integrous. This is similar for sociability, where a person makes social (or anti-social) moves and in so doing accumulates a rapport or understand among the members of the group with whom they have interacted.

From an examination of the trait approach to leadership studies, we have discovered that the term leadership ought not be defined as the indexical display of leader-like traits or qualities, nor as any action which is performed by a ‘leader’. Rather the displays of leader-like traits serve as an accrual of ‘leadership capital’ or the economic strength to behave or act as a leader is assumed to behave or act. Such an accrual serves as the permission granted to an individual who may then take upon themselves the role of leader in other situations.

This chapter has also shown that leadership, the act of leading, is an emergent behavior which is directly observable in and through the building of actionable consensus. By considering actionable consensus as the direct result of (reasonably) effective leadership, we have avoided the common trap of circular logic which is experienced by many researchers of the language of leadership, who call the actions of leaders leadership. When this is done, the term leadership



loses its true meaning in the sense we employ here, namely being the act of leading. However, by using the result of effective leadership as the starting point, namely by identifying the development of an actionable consensus, we have been able to avoid the circularity and develop an adequate description of leading, or leadership, as the act of proposing a solution to a problem. Leadership is the construction of a frame through which others may operate. Yet it is vital to consider both the construction of the frame as well as its acceptance and usage by others as the true act of leadership.

## **CHAPTER 7 - CONCLUSION**

### **7.1 Overview of Findings**

The first chapter in this work introduced the idea of actionable consensus and the importance of understanding how it is built and derived from linguistic interactions. Chapter Two provided a detailed consideration of the necessary literature which has been instrumental in driving this research. I then provided a detailed description of the methodology used in collecting and analyzing the data for this study. It also offered a detailed ethnography of the organization from which the data was taken, Real World Consulting. The subsequent chapters provided the depth of analysis for this study. Chapter 4 examined the five discursive strategies suggested by Wodak et al. (2011), provided a more detailed consideration of the linguistic and communicative means by which each strategy is employed. Chapter 5 considered how each of the discursive strategies discussed in Chapter 4 were necessarily co-constructed by the interactive participants, rather than something that is done by any one individual (much less only by leaders). Each individual who presents these strategies will do so in their own unique ways, showing that while there is consistency in that the five discursive strategies are largely employed in order to derive actionable consensus from a group, it is not necessary that the discursive strategies be used in any one particular way.

The final chapter, Chapter 6, then considered the ways in which observing actionable consensus as it is constructed allows for a more complete understanding and definition of what leadership is. In this, it was shown that indexical displays of the traits commonly associated with effective leaders ought not be considered the performance or act of 'doing leadership. Rather, leadership has been more appropriately defined as the linguistic act of constructing a frame through which others may operate. This frame, the proposal of a solution to a problem, is similar

to other aspects of this study which show that it is co-constructed, and is only observable in its acceptance and usage by others as the true act of leadership.

## **7.2 Discussion and Implications**

Actionable consensus is a process. No one individual is necessarily the one to drive actionable consensus being built. While multiple individuals contribute, some with differing status and position within the hierarchy of the organization, no one contribution is considered the ‘building of actionable consensus’. Rather, it is through the collective whole, through the co-construction of bonding, encouraging, directing, modulating, and re/committing strategies that actionable consensus is derived within a group. It is further true that the development of actionable consensus does not employ each of these strategies in a similar way, but rather each instance of interaction will naturally derive the most effective use of the five strategies. This is not to say that every instance of building actionable consensus uses the strategies in the most effective way, but rather that each time actionable consensus is reached, we can be certain that the five strategies were employed in some way which was successful. The achieving of actionable consensus is in and of itself indicative of that success.

People develop and accumulate a certain element of rapport with those around them as it comes to ‘leadership capital’. This ‘leadership capital’ is the permission granted to those individuals to act in a way which is truly leader-like, namely by constructing a solution which others are independently willing to support and accommodate. Leadership is not necessarily a position of status or authority, at least nothing that is granted institutionally, but rather leadership is assumed and appropriated both by the actor and the interactants involved. The linguistic

features which directly indicate the moment in which leadership occurs can be found in the proposal of a solution which is accepted (later) by the group (actionable consensus achieved).

Future research can take a number of different paths, all leading to a more adequate understanding of leadership and the linguistics of leading. One path might examine the unique ways in which the five discursive strategies are employed based on topical variation. In the 29 which constituted the Actionable Consensus Corpus used here, there were just as many topics, though some shared similarities. For example, Clips 4-8 are logistical in nature, meaning that the interactants are planning out how to operate at some future point in time. The question is whether or not there is a similarity (or differences?) in the ways in which the five discursive strategies are used in these situations of similar topic.

Another potential approach to future research could examine the role on one person in particular, asking how that person (re)acts in various contexts. This could include showing the ways in which the individual accrues ‘leadership capital’ over time, how it is expended (or lost), as well as how it is gained. I believe that this line of research is most fruitful when considering the application of this research. Because of the massive industry that is ‘leadership training’ currently, this line of inquiry can provide a unique approach to training people to be more effective leaders, namely through the continued accrual of ‘leadership capital’ and wise expenditure of such capital.

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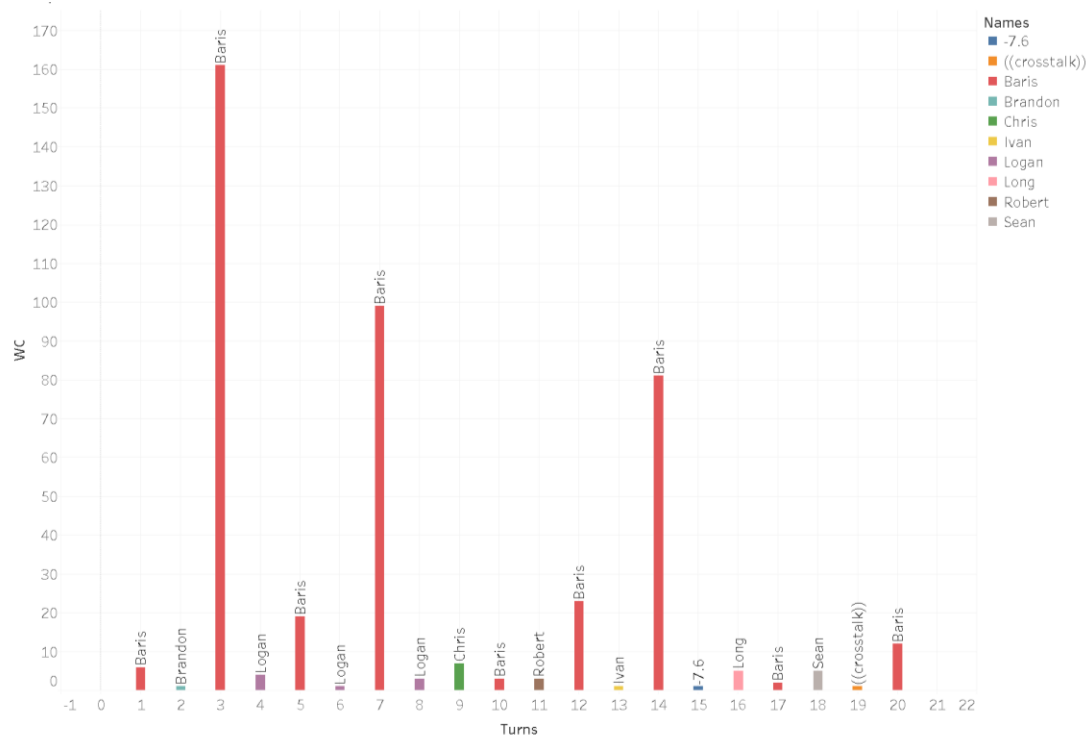
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## APPENDIX A – SAMPLE DISTRIBUTION OF SPEAKER CONTRIBUTIONS OVER TIME



The plot of sum of WC for Turns. Color shows details about Names. The marks are labeled by Names.

## APPENDIX B – ACTIONABLE CONSENSUS CORPUS

### Clip 1

- 1 Jason And then for the shortage of sales (.2) you have to basically go off (.)  
their numbers (.) um so that's I guess this (.) next slide
- Matt No calculator right?
- Jason I think we can give (.) we were gonna give them a calculator (then we  
5 would)
- Saleem No
- Jason We can decide what do you guys wanna do?
- Matt I'd say [no
- Brandon [I'd say no
- 10 [multiple crosstalk]
- Ivan [Yeah (.4) we were thinking ((clears throat))
- Jason [Ok (.) that's fine
- Ivan Roy and I were talking yesterday (.) potentially (.) if they use a calculator  
(.) like (.3) that almost like automatically knocks them down a point (.)  
15 that sort of thing but then it's almost not fair to say like (.) you can't use  
one (.) cuz like a logical person would use one if they could
- Jason [Ok
- Matt [Mmmhmm
- Ivan Um (.) so I say we just (.) no calculator
- 20 Roy I feel like people were like really hesitant to use it last year too (.) like  
even if it was there like no one really used it (.) [so I'd say no

Ivan [Hmm (.) like a (.)

Ivan Like a mental test (.) sort of

Roy Yeah

25 Baris I mean at this point we didn't tell that they you can't use a calculator (.)  
some might bring it but some might not, just because we didn't tell them  
they can't

Saleem Yeah

Baris And (.) at this point we can't just say that you can not use it [because if  
30 they brought one

Jason [Ok (.)

Jason That's fine as long as we're consistent it doesn't really matter

Adam If they pull it out, just slap their hand

[multiple laughter]

35 Jason No!

Chris No way

Jason [Cool

Baris [We'll talk later

Jason Yup (.) and so based on this (.) um (.) we have the shortage or surplus (.)  
40 um (.) we just need to pay attention to (.) what (.) the actual like (.) other  
one would be so say they came up with a demand of 4,000

## Clip 2

1 Jeff Be careful. The second thing is (.4) when these people are rejected and  
there will be people rejected make sure that you're good ambassadors for  
RWC. This is before you tell them that they're not in (.) They'll know  
when they walk out of this interview that they screwed up (.) and the  
5 majority will be right (.) and so you've got be able to ease them down (.3)  
alright just keep that in mind

Baris [So (.) ba- yeah

Adam [S- (.4) ((clear's throat)

Adam Since Jeff brought it up ((lau)) and I've gotta go in a minute (.) I'll just  
10 mention too that our that our b- we manage our brand not just by the  
people that come in (.) but all of the applicants that don't get in the door  
(.) cuz you know that's (.) out of 524 we have 125 that come in so there's  
400 people that had some interaction with RWC obviously if you don't  
get in you're gonna be upset (.) if you wanted to get in we can't change  
15 that (.) but (.) like that email I don't know who wrote it from RWC SOT

Long ((raises hand))

Baris Which one?

Adam The response so someone said "I need some feedback" and someone  
responded that was great that you added (.) provided them some feedback  
20 about (.) you know they're gonna wonder "Why didn't I get in?" (.) and  
so as much feedback (.) that you can give to the people that didn't get the  
better (.) just to manage that brand (.) manage that image





45 Long I think (.) uh that it's around one five but I ha- I haven't (.) um counted  
but (.) it's like anywhere from like 15 I think that like 50 is an  
overestimate, but like (.) 15 to like maybe 30 in there

Matt I've handed out my business card to the (.) majority of the candidates and  
I've already gotten (.) 5 follow ups and then some guy emailed me last  
50 night who didn't get selected for the next round so (.) if you guys have  
business cards or just wanna drop an email (.) [I – drop your email  
address (.)

Baris [I agree

Matt I don't know what the policy is on that (.) but (.) it makes it a little more  
55 pers- personable at least somebody from the SOT

Baris What

Matt Where are you getting these emails?

Long Yeah the RWC SOT [email

Baris [RWC

60 Matt [ok (.) yeah so I (.) I don't know if you did it (.) I  
think it would be a little more personable

Baris [I think that's a great way to reach out

Jason [Yeah (.) I think it's the best approach (.) so

Baris Maybe we should have [incorporate it into the process

65 Long [So

Long So what I'll do is uh:: from the email uh:: I'll see like who emailed me  
and then I'll forward it to whoever the uh (.) [interviewer was

Baris [Yeah

Long And then one of you guys can of course give them personalized feedback

70 (.) that would be (.) if you guys are fine with that

Chris [Yeah definitely

[others] [Yeah

Jason To make it easier on Long just try and give out (.) a business card or you know (.)

75 Matt Hmmmm

Ivan Just directly

Baris [Yeah this time (.) if you can give your email to your (.) candidate (.)

Ivan [Do we have business [cards?

Jason [No

80 Baris That would be good

Jason And this way you'll have some concrete things to say (.) versus just "we didn't like you" ((lau))

Eric Yeah ((lau)) that's a tough conversation to have

Baris Alright (.) um::

### Clip 3

- 1 Jason Do you guys have any (.) questions or comments, you know, especially  
(.) considering, you know (.) Rob's finding, you know that's a really go  
point as well that (.) you get it (.) this isn't the (.) you know (.) best way  
but (.) to necessarily evaluate everything (.) but just realizing (.) um (.)
- 5 what it's flaw are (.) it's shortfalls and (.) how you can still evaluate  
[candidates
- Karen [((clears throat))
- Aaron Can I ask like a high level question? (.) like (.) what are you guys looking  
for when you interview people for this this set this case round (.) like
- 10 what's the most important thing (.) you guys are trying to test? (.) [I'm  
curious
- Karen [Yeah I was, I  
was trying to think of something with the behavioral I'm looking at (.)  
can I just get along with this person (.) would I want them on my team?
- 15 (.) and I was trying to think of (.) for this what's that one question or one  
or two questions (.) like is it like are they able to do research and  
analysis? Are they coachable to do research and analysis? I don't know  
something like that
- Aaron mmm hmmm ((clears throat)) like so (.) the way I think about it um (.)
- 20 and you can correct me if, if I'm wrong when I think about it it's just like  
(.) would they be good critical thinkers and good problem solvers (.) so  
like (.) it's I mean, I don't really care about like like the final numbers

and answers and (.) maybe a little bit on their math but not even that as much it's just how do they think about this problem and can they work through something that's as ambiguous is the separate question to get to some sort of concrete answer (.) which is a lot of what we do I [think

25

Jason [mmm hmm

Aaron Um (.) so that's that's kind of what I'm looking for yeah

Ivan Yeah ((clears throat)) Robert and I kind of had this same discussion

30 yesterday we're like if the math is pretty easy, if you like follow it through, if you ask the right questions you can get everything you need to get the answer for the math part (.) so like (.) if people get it they're gonna get all the points on that (.) the thing that we see as very ambiguous is like recommendations and then also like (.) the question

35 that asks them to address (.) like supply and demand (.) then at the end how do they bring it together, cuz isn't it (.) the point of this is to find out if they can (.) all that math you can do in excel if they have a computer on a regular project so the way I look at it is (.) can this person summarize the issue at hand without (.) like bringing in things that don't matter but

40 also keeping in everything that does matter so that kinda breaks down to slides 8 and 9 for the most part being like (.) significantly more important so I thought like (.) we would, uh, I would be a lot (.) harder on grading those than on the stuff that like like you said the the specific [math isn't the most important thing in the world what do you guys think?

45 Jason [mm hmm

Saleem [I agree (.) with them

Jason [Yeah

Saleem I personally think (.) like what I've seen in the past when we've taken  
 50 consultants to clients (.) that (.) when a client starts talking you know he's  
 throwing information at you (.) and a lot of people just cannot (.) like (.)  
 get hold of all the information they miss out on a lot of information (.) so  
 that's very important to look at (.) you know when you're throwing a lot  
 of this information, you know maybe this maybe that maybe that, that  
 they're following through and that is the most important thing (.) that you  
 55 get stuck up on that there is a person in the team who's not just keeping  
 up with the rest of the team (.) that (.) to me that will warrant I don't  
 know, looking at that (.) calculations we can di- uh you know, um (.) both  
 of you said (.) we can figure that out one way or the other

Karen Have a question ((clears throat)) Is there a different expectation (.) based  
 60 on their background? So like, I know we joked about Sandeep last year  
 (.) being like harsher on certain people with like mathematical  
 backgrounds (.) but is that the expectation? Like if they're an engineer  
 and they do better at numbers or (.)

Jason I think (.) uh I I I think a little bit (.) I think most on the math checker, I  
 65 think like (.) uh in terms of like business background (.) feel like (.) if you  
 don't have a business background some? Intuition may not be there (.) I  
 think allowing that (.) um is ok? I feel like you don't wanna you know

test do you understand and (.) uh (.) like have you taken a bunch of business classes

70 Ivan Yeah

Jason I'm not sure exactly how that plays in here (.) but I know that's that's something that we could address before is, I mean, in some cases we be tougher then on business people (.) do you think there's any risk of it in this case? I don't, I don't know

75 Baris Yeah, I think it might be a little bit tougher for some business people since they're not just doing these things, these problems or these terms everyday (.)

Chris For business people?

Karen [Non-business

80 Baris [Non-business

Jason [Non-business people

Baris Like, so one of them and we're talking about all of these stuff everyday, but (.) if it's not their language (.) it might not be like as easy to them as to others

85 Chris I don't (.) I don't think it's as bad though, because the typical case that we've done in the past is is more intense

Karen Yeah

Chris It's more intense (.) we go into revenue we go into cost, we go into marketing [cost and all that stuff (.)

90 Baris [yeah

Chris This is pretty straightforward [to me I think

Baris [mmm hmmm

Chris I think the process is is (.) fair if you ask me compared to the previous  
recruitment cycles (.) um (.) I I think we're it's actually better for them

95 this is way easy

Ivan Yeah [it's, if you don't have a business background and if you're gonna  
go into a case interview (.)

Aaron [It-

Ivan =like, everyone I know would like read Case in Point or do some sort of

100 case prep on their own (.) like you can find out the approach to doing this  
without having to take a class on it

Baris That's right, so there is no expectation difference?

Ivan [No

Matt [Hmmm

105 Chris I do, it's really (.) up to- if the person is able to tackle the problem in a  
logical process (.) to be honest I care more about fit (.) because I'm gonna  
be [working with this person over the course of the semester

Ivan [mmm hmm

Chris = even (.) one one year or one and a half years and so (.) I mean (.) I'm

110 not looking at what (.) you talk about we're not looking for exact answers  
or anything like [that you know

Jason [hmm



Chris            =if you're able to walk me through the case (.) in a logical manner, I'm  
gonna ask to behavioral interview if you're good enough

115 Jason        Yeah

Baris            Yup

Aaron           So (.) now that we've talked about those things, can we pull up...

### Clip 4

1 Baris So, you're organizing that file, [right? Ok

Aaron [yeah (.) it's not done yet, but

Baris Ok (.) um, we will create that name badges like everyone will have their names, their project numbers and room assignments for kickoff night, we

5 will meet at the atrium? Or in front of Deloitte?

Adam Uh, for tomorrow?

Baris Yeah

Adam So they'll pick up their name badge in front of a- the a- uh (.)

Baris Deloitte?

10 Adam And then they'll make their way to get pizza, no make their way to their rooms

Baris Their rooms? And then PMs and SCs will come here to grab the pizza and then will go back to their rooms? And they have their (.) like 45 minute or 50 minute time to be (.) we will be there, kind of inform them

15 (.) I- (.) I spring, Ice breakers or something like that, we like want our PMs to be prepared for that

Adam Baris, why don't we tell ev- where did we tell everyone to meet for the kickoff? Atrium or Deloitte?

Baris We didn't tell anyone

20 Adam We just told them time?

Baris Uh huh (.) uh (.) the calendar has 6 pm (.) but (.) and it says Deloitte auditorium, [I think we can set up, you know with [tables in front of Deloitte

Adam [right [ok

25 Baris But we need to send a reminder to them like with (.) kind of detailed logistics (.) maybe a different email to PMs, like this is what we supposed to do, meet your team, gather everyone, send them to come grab your pizza and go back to the rooms, then, then, take everyone back to Deloitte at 7? And consultants will take your name name badge and (.) um (.) go

30 to your room? Maybe two different emails?

Long Yeah, and uh, SOT's gonna help like pass out the name plates and stuff, but like we won't be able to help out with like pizza and stuff like that because we're actually kind of short on people, um, two of our members can't come that day, so (.) I will be exclusively working with, uh (.)

35 handing out name tags and stuff, that's all the people that we have for (.)

Chris Question, so are our teams all in the same room? So if I have three teams, are they all gonna be in the same room?

Baris We have 10 rooms

Adam Yeah, yeah they'll be in the same room

40 Baris Same room? Then-

Chris So, instead of PMs and SCs coming in for the pizza, that's 50 people (.) should we just do it ourselves?

Matt Yeah

Ivan Bring the pizza to the rooms?

45 Chris Yeah

Ivan [Yeah, it's better that way

Baris [Yeah, if you can, yeah (.) then

Matt [It's better that way

Jeff That would be a great idea, ok?

50 Baris Then –

Jeff Cuz then you have less of a mess

Baris Yeah

Jeff You're responsible (.) but do NOT, do not leave that room dirty

(multiple) ((lau))

55 Jeff Cuz we will end up paying a heavy price and all it takes is one person to  
not do it and it will be a nightmare and we will make a nightmare for that  
person who leaves the room dirty too (.) cuz then Francis will be on the  
phone with maintenance, ok? It's a great idea, it's efficiency

Ivan Yeah

60 Jeff You guys bring the pizzas to the rooms, so we don't have people lined up  
for 20 minutes (.) a::nd um:: (.) make sure you clean up the room and  
make your, your, (.) your new consultants clean up the room, that's part  
of their job, right?

Sean [A:::h, love it

65 Ivan [Yeah

(multiple) ((snaps))

Aaron [Squad!

68 Matt [Yes!

## Clip 5

- 1     Baris        Ok (.) uh (.) there will be (.) uh McDonald's speaker? And before that we  
are gonna have 15 minutes time as SLT I, my idea was introducing  
everyone like (.) briefly and then maybe share a couple experiences or  
inspiring things about our RWC, what we got from here (.) get them  
5       excited an::d (.) make them feel like community (.) uh if anyone wants to  
take part and share something? At that 15 minute range? Let me know,  
that will be great (.) so (.) three (.) three of us four of us should talk  
maybe? In front of the whole people? Before McDonaals? Ok, Matt,  
you're one, Logan, ok, maybe one more?
- 10    Matt        ((quietly to someone else)) talk about experiences
- Baris        Like (.) ok, Sean? Good
- (multiple)   ((lau))
- Baris        Good, good
- Sean        Dream team
- 15    (multiple)    ((lau))
- Baris        Think about some (.) stories might be funny might be exciting (.)  
whatever, just (.) we will spontaneously like do some like 15 minutes and  
then pass it on to McDonald's person
- Sean        Father Mc Dows
- 20    Brandon       Like we can do a skit?
- (multiple)   ((lau))
- Sean        I'm I'm out of it if it's a skit, so.

(multiple) ((lau))  
Matt Could we have music?  
25 Baris Yeah  
Ivan No, just ET (Eric Thomas) only ET  
Karen I know  
Matt I'd be down with that  
29 Baris Uh, this Thursday trainings...

## Clip 6

- 1 Chris As SMs (.) is there any like packet? Or is there any-  
(multiple) It's all paperless this year  
Baris We don't, NDAs u::m (.) will be online this year Um::
- Brandon Do we submit that before? Every student? Or do we have one computer  
that they all work on?
- 5 Logan Well we don't right now, we're gonna make the video for it, right?
- Baris Yeah (.) um, what we were thinking is like getting the NDA and Code of  
Conduct back online in PDF version, like, we make a 2 minute video  
which highlights, hey what you are signing this is like 10 hours expected  
work from you:: don't share information with someone like highlighting  
10 each point, and then make them online sign and then submit, and we are  
in the process of getting this online signature software, and
- Adam What I would suggest is (.) on kickoff night, when you're in the rooms,  
with your teams, show them watch the video together
- Baris But we [don't have the video
- 15 Long [We don't have a video yet
- Adam But will we have it by Wednesday? Tomorrow?
- Baris If we have the NDA
- Long Yeah, we don't have the materials yet
- Adam If I get that to you today:: [will you have that by tomorrow?
- 20 (multiple) (((lau))
- Long Um:: I think I can make one of my SOT team members do it



(multiple) ((lau)) ((snaps))

Long ((lau)) it will happen

Ivan Outsourcin!

25 Adam So ideal scenario is tomorrow night you actually watch the video with the teams, and then they'll get an email either tomorrow or Thursday to sign it

Baris Yeah

Adam And then we'll have SOT (.) or our new office workers (.) do a kind of an

30 audit to see who has clicked, who has signed it

Long Yeah

Adam And not signed it. You shouldn't have your kickoff meeting until everyone on the team has signed it

34 Baris Ok

## Clip 7

- 1     Baris     Anything else?
- Adam     I've got a few poi- not on this
- Baris     Ok (.) I:::
- Robert    ((clears throat)) I have a few (.) I just have one thing I wanna say (.) In
- 5               the past I think kickoff's been very very chaotic
- Baris     Uh huh
- Robert    I think that multiple reminders and multiple (.) uh emails need to be sent
- out (.) cuz the first email, I don't know the percentage that's gonna read
- it, 60 to 75 percent
- 10    Baris     Uh huh
- Robert    The teams are sending out emails so everyone knows where they're
- gonna be and at what times (.) so there's no confusion we can get through
- what we need to get through
- Baris     Yeah
- 15    Robert    And we're not missing people, like, that are sitting in Deloitte
- auditorium, we have to go find them, when we should spend that time in
- the room meeting with our teams (.) so I, let's send out multiple
- reminders that can be done
- Baris     I think (.) uh (.) that's a great idea, we should do it through PMs maybe?
- 20               Each PM sends in like one personal reminder to their team (.) let's come
- up with the, like, exact logistics, go there pick up your nametag or

whatever (.) and then, I pass it on to you, you pass it on to PMs and then they send it out

Robert      Yeah

25    Baris      Like as soon as possible so everyone (.) gets from PM (.) and this way we prevent you getting emails from them saying, like, “hey, I’m gonna come like 30 minutes late if it’s ok” lets PM deal with that thing, like they they take control of that. Is it ok?

Ivan          That sounds fair

30    Baris      Yeah?

## Clip 8

- 1 Ivan Another housekeeping thing, let's take a a SLT picture cuz the [website  
right now is our bios with last year's team
- Jason [ugh
- Jason Yeah
- Ivan Awkar:::d!
- 5 Chris I'm on it, so
- (multiple) Yeah!
- Robert Ivan is dying to get on the website
- Baris How-
- Karen He just wants his face up there, his face
- 10 Ivan I'm just a face guy!
- Baris How did the last year's team take pictures?
- Chris We took them-
- (multiple) ((overtalk))
- Chris We took it after our [morning meetings
- 15 Matt [should we do it tonight?
- Baris After [one of the-
- Ivan [Oooh! One-
- Matt [What about tonight?
- Karen Not [everyone's gonna be there
- 20 Chris [But daylight, and it looks better
- Ivan Should we try to get,



## Clip 9

- 1 Ivan Yo, what's up Chris?
- Logan Oh, and Sarah.
- Chris ((inau)) Yeah?
- Logan She emailed me, so I emailed her saying like, "You're on a team," and
- 5 she's like, "I'm excited." And then she emailed me back and was like, "Actually, I don't wanna be on a team cuz my roommate-- or my apartment-mate's on the team." (.) She's like, "And I wanted a new experience in IBC." And I wanted to be like, "There's six other people on the team." Like, "I don't understand why you can't be on the team your
- 10 [apartment-mate's on."
- Chris [Who is this person?
- Ivan Did you tell her she's mentally weak?
- Baris ((lau))
- Logan Sarah Gao?
- 15 Baris Uh Gao?
- Chris Oh! [(.) She's from Singapore
- Baris [One of those...
- Logan Ok.
- Chris That's so lame
- 20 Logan I yeah, like=
- Baris [Yeah, it's...
- Ivan [All people from Singapore are lame

Logan =We're like, we need someone, like someone dropped I,  
we like, we=

25 Chris [((clears throat))

Logan [=need her on the team and she's like "Actually could you move me  
somewhere else?"

Chris (.) Wait, she's on the bench?

Logan [No. She got pulled off ((company X)) cuz she's not domestic

30 Ivan [No, she was ((company X))

Chris Got it

Multiple ((inaudible talking))  
((Jeff and Nathan come in talking))

Jeff Morning Logan

35 Logan Morning (.)

Ivan Logan, do you have a good motivational video for the day?

Logan Hm::

Baris [So (.) is it (.)

Logan [If we can watch the beginning or the ending scene of gladiator

40 Ivan Oh: ye::s!

Baris Is it her, last decision? Or, uh, what she wants?

Logan So, I mean, so I emailed her and CCed my PM, and she wrote us back  
like a half hour later and said, "I looked at the roster (.) Could you move  
me somewhere else?" I didn't respond back cuz it was like eleven

45 Chris Who else, who is from Singapore on that team? (.)

Ivan That's a good question

Chris Kate? (.) Is [Kate on the team? (.) Lilly?

Logan [No, I don't think so. (.) She said apartment-mate.

Chris Lilly?

50 Logan Yeah! Lilly Xiao?

Logan Like, do they (.) do you think they don't get along, or like (.) [I don't understand why you wouldn't (.)

Chris [I don't know, to be honest, like, the only reason why I know them is because they are even

55 from Singapore

Logan Okay.

Chris That's so (.) why are you so picky? Like, you don't [pick your projects

Ivan [That's the worst decision

Logan Well, well that's the thing. She's like-- right now she's been in limbo and

60 she was really excited, and then all of a sudden.

Baris That (.) [that's not that easy

Chris [Well, tell her that (2.0) that's stupid. Like, you don't pick your projects in the workforce.

Ivan Yeah

65 Logan Yeah

Baris And we don't have anywhere else for her to work.

Chris Yeah, tell her to (.)

Logan Yeah I mean, that's (.) if she's not [with us, she's on the bench.



Baris [Oh (.) did, Shanti did you have another  
70 person?

Shanti Yeah, I'm emailing the guy you said right now (.) [James

Baris [Ok. Oh great, James  
Branson? (.)

Baris Did you send email?

75 Chris Oh, Branson? Yeah. Real cool kid

Baris [Branson (.) You (.9) You want to get Sarah (.) and then we take Jason,  
James for your project?=  
Shanti [Oh, yeah!

Logan [That's fine.

80 Baris =That would fix that problem?

Ivan Yes

Logan Yeah, I mean, if she doesn't want to be on the project, I kind of prefer her  
not to.

Baris I mean, it it's not a valid (.) reasoning (.) but, I don't know (.) [what do  
85 you guys think

Logan [I mean, to make  
(.) yeah

Shanti Yeah, I mean I have an opening, so-

Logan Ok, and she [-

90 Chris [You guys looking for a specific skill set or no?

Logan (.) It's a market (.) market assessment, market entry case. So it's not-

Chris Ok

Logan Pretty general.

Chris All right, so they go to that team.

95 Ivan [Oh

Baris [Will work, right?

Chris Yeah.

Logan Which one?

Baris Um, I mean, what do you think? You, you, think we should just (2.0)

100 Logan Yeah I mean that's (.) I mean we might as well. Like again, it's not (.) re-  
(.) it's not, like (.) a valid reason but (.) if she's gonna be (.) pissy about  
being on the team, I'd rather not (.)

Baris Yeah.

105 Logan Like force her [to-

Baris [no that's...

Logan = cuz honestly, this team is definitely, by far (.) the most under-  
performing team at this point. So I really prefer to have (.)

Baris By far?

110 Logan Yeah. I (.) By far

Ivan ((lau))

Chris ((huh)) really?

Logan I mean, I had to force them to have a second team meeting so they could  
come up with an issue tree (.) I'm just like (.) I, I don't understand what's  
115 happening.

Chris        Wow.

((Matt walks in))

Matt        Sup ki::ds!

Shanti       I don't want her now ((lau)).

120 Logan       No, no, no, but she hasn't been on a team at all.

Shanti       Okay.

Logan       But she literally hasn't...

Chris       She She's gonna work hard (.) He's gonna work hard too, so

Baris       Really?

125 Shanti       Can you send me her contact info?

126 Logan       Yeah

### Clip 10

- 1     Baris     Alright, uh:: any other?
- Matt     ((snaps))
- Baris     Team problems?
- Karen     This is just like kind of a minor thing, but (.) in our last semester we had
- 5                problems with James Hu and (.) they've come back ((lau)) so I'm kind of
- keeping a close eye, but if you guys could can keep a close eye too (.) um
- James Hu
- Saleem     Who?
- Karen     He (.) um last semester he had kind of problems with like professionalism
- 10                and (.) um (.) just like on the bus to the uh um the networking event he
- was like talking about RWC in just like the I don't know if it was like a
- recruitment process or just something in general (.) um and then at the
- even he drank a little too much (.) and was just kind of talking to people
- in kind of an unprofessional way (.) and then for the first meeting he just
- 15                didn't do the assignment because he didn't agree with it? And so he's just
- like "I just didn't agree with what it said so I like didn't think I would do
- anything else" and as a returning consultant I mean I mean it's like
- obviously not acceptable, but, um, it's just kind of like an attitude thing,
- so (.) I mean I've never fired anyone but I kind of want to fire him now
- 20     (multiple)     ((huh))
- Baris     In which team is he on?
- Karen     This is, uh:: (.) Brad Benion's team, GIS.

Jeff           Ok so, with that situation, you should, you know, have a discussion with him

25   Karen       Yeah, it wouldn't be a surprise, but I just like, he's been given a warning but it's already just

Jeff           Did he was he given the warning before the last incident?

Karen       Last semester?

Jeff           No, when he was, I though you said that he was

30   Karen       It was just like the first meeting (.) but on his, in his one on one he, uh, (.) he's like, Brad was like "Why do you wanna be in RWC" and he was like (.) "It's fine. It's just like to do it" So (.) I think there's other people more passionate in the organization (.) and (.) if he doesn't show that he wants to there then- I don't know what warrants it, I guess is what I'm saying

35   Adam       We had the same problem last semester where (.) uh, he was under Samantha

Karen       Right

Adam       And he just kept saying to Samantha "you don't like what I do, you never agree with me" and all this other stuff and she kept saying, "If you have a

40               better way, tell me

Karen       Yeah

Adam       "But it's gotta be backed up with logic" it was never, it was always this "If I don't agree I'm not gonna do it, whether I can prove I'm right or not doesn't matter"

45   Karen       Right

Adam So::

Karen It's kind of like an attitude thing

Adam Yeah

Baris So if it's not changing, what what should we do? I mean, do you think

50 it's acceptable

Brandon I think give him an ultimatum almost, say, "If you behavior doesn't change then we're gonna have to--"

Ivan Yeah

Brandon "consider whether you're right for the organization"

55 Karen Yeah, I I wasn't sure what warrants like, you know, like kicking someone out of the organization, it whether it be like one event or if it's just like (.) this prolonged kind of

Aaron I think, I mean it's gotta be gradual, right? So just like more serious discussions until it (.) becomes the right decision

60 Saleem Yeah (.) but but he refused to do the task this semester, right?

Karen Yeah, the first, I mean the first assignment was like do background research on the, on the company

Logan If you're not willing to do [background research on the company

Brandon [(lau))

65 Logan I'm pretty sure that's not like (.)

Jason Yeah

Baris Yeah, that's crazy

Karen But he said everything in the prompt was already what he would have researched (.) so-

70 Baris What?

Chris That's a cop out

(multiple) ((agreement, lau))

Ivan That's BS

Karen Yeah, oh AND he lost his phone so he wasn't (.) like he wasn't

75 responding to Brad via email or phone

Ivan Uh::::

Baris No, I, I don't think these are valid reasons

Logan No

Ivan Yeah

80 Baris Definitely needs a more stricter warning

Karen Yeah

Baris And he, he keeps coming back at the same way and without the logic, just do whatever you gotta do

Ivan You know I think one more strike is: is as much as he gets::

85 Baris Yeah

Karen Just-

Aaron I would just emphasize that (.) clearly letting him know that it's not right

Baris Yeah

Aaron Just like, to have some one on ones with him if you can

90 Karen Yeah, after the first meeting, like I did, kind of like talk to him about it (.)  
I can do that

Baris Ok

93 Karen Thank you



## Clip 11

- 1 (multiple) ((snaps))
- Baris I think it was really (.) brief and [helpful
- Aaron [yeah, I liked that
- Baris This thing, the t-shirt test. I really liked that. I don't know how we want
- 5 to start this since we only have 30 minutes only in here, uh, I was
- thinking maybe we write whatever we have in mind (.) from this like one
- page thing, uh, one side of this thing, and then, at the end, after the
- discussion, we write (.) again individually on the other side so we can see
- like how (.) distribution was at the beginning and then how we align if
- 10 this is good enough and if we need to have (.) more closed statements, we
- can try to form nice sentences over the week maybe? And then kind of
- finalize it next week (.) or, yeah
- Karen I mean, my main takeaway from that was to stick to like the core values
- that we all (.) agree on what rather than like trying to wordsmith, cuz I
- 15 think if we're gonna try and write statements, we're gonna be like,
- worried about how it sounds?
- Baris Mm hmm
- Karen Rather than all aligning on like the key objectives? Or like values that we
- [want in the statement?
- 20 Baris [yeah
- Matt That's a [good idea
- Saleem [Agreed



Baris [yeah

Ivan It's long and it's wordy? Um (.) so I don't know if we're just trying to trim that down or if we're completely, like redo it?

Baris Can you read it?

50 Ivan Yes (.) uh, "Develop tomorrow's leaders by fostering a learning environment where a diverse group of students can leverage their educational experience and the resources of the University of Illinois to provide value to our clients, through consulting engagements"

Baris ((whistles))

55 Adam Would you wear it on a t-shirt?

(multiple) ((lau))

Ivan It would cost a lot to [print that many words

Jeff [I have to say I was reading something, I apologize, but I don't know what you said, but it was way too long

60 Ivan [It's too long

Baris [It's too long

Jeff Yeah

Ivan So-

Jeff Think in terms of three words, that's the problem

65 Brandon [I like develop and foster, though

Ivan [So, the, the, the, the things, develop foster learning environment value to our clients, kind of what we hit on those (.) so if we can make it short with those words

Baris So (.) I think Karen's idea is good, like what are the core (.) words the,  
70 the reason? If we come up with those, maybe we can try to, combine  
them at one point in like a week or two, call it a shorter and new one (.)  
and if we all agree, that was another good idea from you, like put it on the  
wall in the office, so everyone knows it, sees it, and if it's, it's inspiring,  
that will help too

75 Ivan We should also replace this

Baris [Yeah, that's true

Aaron [Do, do we agree on [like those top five words would be? Or values?

Ivan [yes

Baris Um:: anyone wants to go to the whiteboard and (.) kind of (.) take notes?

80 Brandon I'll write

Baris Yeah, ok

Baris Ok, who wants to start? Why do we exist?

Ivan ((breaths out heavily))

Matt Development

85 Shanti Hmmm

Aaron Impact

Matt ((snaps))

Baris ((clears throat))

Robert Value

90 Aaron Jus- I feel like this is obvious but we have to say consulting (.) at some  
point (.) to define who we are

Matt ((snaps))

Aaron I think, go ahead

Logan I was gonna say Experience

95 Ivan Yeah, tangible experience

Aaron Yeah

Logan Something about [Experience I don't know if you're-

Aaron [like practical

Logan Practical experience

100 Ivan Practical or tangible experience

Aaron Absolutely

Ivan Part of that goes into the word Develop, develop through experience

Logan Yeah

Baris Professionalism?

105 Matt Sure

Ivan How many do we want, to?

(multiple) ((crosstalk))

Aaron We just cross off the least important

Aaron I think leaders [or leadership

110 Matt [oh yeah

Ivan I like the start of the one on the website "Develop tomorrow's leaders"

Aaron Yeah

Ivan Um, and then it starts getting really wordy from there

Logan I mean, we should probably have (University) (.) somewhere in there,

115 right? Do we need to say like (.) where we are?

Brandon Google doesn't have-

Ivan I mean if you think about it, this is something I would see like Real World Consulting and this would be underneath it

Logan Ok

120 Jason I think this is definitely a student aspect to it [though

Karen [yeah, like student run or students-

Matt Just to play devils advocate, are we really trying to develop tomorrow's leaders? Is that the point?

125 Jeff Absolutely

Karen Yeah

Matt Yeah?

Baris I think we (.) we (.)

Karen We do, that's-

130 Baris That, that's what I understand

(multiple) ((lau))

(multiple) ((crosstalk))

Matt I, I agree, but I'm just (.) spit ballin' here but, like, "oh I wanna join RWC because I'm tomorrow's leader and I wanna be developed" you

135 know what I'm saying?

Karen This isn't necessarily like an advertising campaign

Matt Ok

Karen It's not like, but it's like (.) tomo-, like, the leader's of tomorrow's society, right? Like probably most of us will go on to be leading in, in  
140 some way or another, it's not necessarily like the president, but like-

Ivan I think that is, is, like people are joining and that's part of the value proposition is (.) we're gonna help you become a better leader through this experience through this development they're gonna go through

Baris And if you are able to create this perception by actually doing it, that, that  
145 should be the ultimate goal (.) people will then come into this organization to become future leaders or, like aiming there, if (.) if that's consistent message and the action

Adam Is that why you all joined?

Matt No

150 Brandon Nope

Aaron That's to your point now

Logan Yeah, it's not

Baris I think yeah (2.0) that was perfectly placed

Ivan I think we joined at different points in our career, as-

155 Karen But to, but to develop skills that would ena- enable us to be good leaders one day (.) and especially like people early on

(multiple) Hmmm

Aaron I, I, I think this is just like, there is multiple aspects right, like, it's leadership, but it's also, like some teamwork some like the ability to

160 function as a team, and there's also the ability to be a good consultant. I  
 feel like, most people probably join for one of those (.) three things? Is  
 that fair to say?

Ivan Yeah

Logan Yeah, I don't think everyone joined looking for leadership experience (.)  
 165 cuz there are certain pe- certainly people that come in and stay their  
 whole time without seeking out a lot of leadership (.) and they seem to  
 not really want it, [so-

Karen [Do you think it's more about a team  
 environment? Like people do it to join a team and then work on a team?

170 Logan I mean, they certainly if they don't want to work on a team, they would  
 never wanna join [or else they would fig-

Brandon [don't you want to encourage them to want to move up  
 within the organization?

Ivan Yeah

175 Matt Wait, uh, eh, yeah but you can't [have everyone be at the top, right?

Logan [But you don't wanna force someone  
 up or out

Matt Because you, like the backbone is (.) some of those consultants or (.) PMs  
 that are (.) super solid and stay there (.) you know?

180 Karen [But I just think-

Matt [if, if everyone- yeah

(multiple) ((crosstalk))



Ivan I think the word leader is someone who controls a meeting in a [room

Karen [yeah!

185 Ivan Versus just a person who's just technically sound and without [them that  
team breaks

Matt [sure (.)  
sure

Ivan I consider that a leader on my team

190 Karen And the other mission statement it says "developing tomorrow's leaders"  
it, it means like in society, it's [like a bigger picture (.) of (.) leader

Matt [yeah  
(multiple) ((crosstalk))

Jeff I have a strong aversion to the word leader, because every business  
195 school and I did a, uh, review, of 50 business school taglines, and I'd say  
80 percent of them have the word leader or leadership in it and it's not  
that it's bad, it's that it's kind of a euphemism, who knows exactly what  
that means? So I'm just warning you, do we wanna be like everybody  
else? You know, does that mean something to people? So (.) that, that's  
200 one thing that scares me about some of the words we're talking about,  
especially leadership

Ivan What if we cut leaders but make the focus on developing [students to  
have an impact on the future

Logan [Yeah,  
205 growing-

Ivan Because that is the purpose of a leader, right?

Matt ((snaps))

Brandon So we could say develop students through practical experience

Jason There you go

210 Aaron I like it

Adam Shanti, your team spent a lot of time [last semester talking to people that left the organization

Ivan [((snaps))

Shanti Mm hmm

215 Adam I , and I think it's always interesting to talk to RWC alumni and I ask them, I say what, what did you get out of RWC? That's benefiting you now? (.) I mean, do you-

Shanti They always say, like the soft skills, and just like (.) the drive, um, because a lot of like first year people just like kind of bring you to the job

220 and they don't like completely embrace it, I feel like RWC people kind of come in and they're like, I wanna keep moving up, so they go the extra mile (.) so I think (.) I mean, that whole project was focused on impact, and that's the word I keep staring at

Adam That's an interesting way to say it, soft skills, and I have, that's, that's, I

225 hear that as well

Baris Yeah

Adam The number one, soft skills is pretty [broad, but that, drive as well is something we haven't heard yet

Baris [Broad, what is, what is

230 Adam But I think it's important too

Brandon [Well-

Shanti [I think with soft skills, I was just talking about, feeling comfortable talking to a partner

(multiple) ((lau))

235 (multiple) ((crosstalk))

Baris Cuz, yeah, I'm trying to make sense here with like what is actually meant

Matt Qualitative

Robert So I kind of have like an idea for like a tagline, you know how so many companies have like their name and like they have a tagline, so like, a

240 potential tagline could be like, "Driving Impact, Creating Opportunity"

Saleem I think the other [way around

Ivan [I think the other way around

Robert "Creating Opportunity, Driving Impact"

Karen I like it though

245 Ivan Really?

Karen Yeah

Ivan I think you have opportunity first then you have impact

Baris [Sounds cool, I think it's a good one

Jeff [I think it's nice, I just want to question opportunity and put in solutions

250 here, because I want to hear "problem solve"

Robert Yeah, create opportunities for the, for the, [for the students

Karen [for the students]

Aaron I like that one, yeah

(multiple) ((crosstalk))

255 Baris We create value for students, or do we create value for clients?

Robert Create opportunities for students and-

Baris Platforms, for the clients

(multiple) ((snaps))

Ivan Should we say opportunities or should we just say value?

260 Aaron I feel like, feel like value is kind of like generic

(multiple) yeah

Karen I really like opportunity

Aaron Like what is value?

Karen I think it's a huge opportunity, that's why people like want to get into the

265 organization, because It's an opportunity to grow

Robert That's what I thought too

(multiple) ((crosstalk))

Baris Driving or drive?

(multiple) Drive, drive

270 Robert Driving value, create opportunity

Brandon Driving value or driving impact?

Aaron I think because we're so like practical, that impact makes a lot of sense

Ivan I like that word

Aaron Yeah

275 Jason Very impactful  
(multiple) ((lau))

Adam I think he hit on a good point when he, that phrase he kept saying was like “start a great career” , “beginning of a great career”

Baris “I’m beginning an awesome career” in RWC. Beginning and Awesome  
280 career  
(multiple) ((lau))

Baris But it was good

Adam I’m not saying, necessarily you guys have to use that tagline

Baris Yeah

285 Adam I’m just saying, in terms of why we exist (.) I think that, concept (.)

Baris And, and I think at some point, in time, this should be the perception from clients or corporate partners’ side and the students’ side (.) if I’m in RWC I’m definitely beginning an awesome career (.) and (.) also if we can get corporate partners to think the same way (.) like (.) I should be  
290 quick on these people because they’re really good, because they’re going (.) quick (.) so, at the end of the:: like three, five years, if RWC is here, and people are just fighting for these people and (.) I think that’s a good (.) value for clients and students (.) so: (.) in the long run, if we can tie that perception (.) that would be (.) I think a huge goal

295 Saleem I personally think we’ve gone through, you know whatever we do, but even in the presentation she mentioned the people part, like, what type of

people are we, like (.) that's very important that's going to define the organizational culture [and (.) what we eventually do (.)

Matt (((snaps)))

300 Saleem a::nd we have nothing on there which sort of defines the sort of people we are looking for (.) uh apart from, you know, a handful of them

Aaron How do we identify that we have the top students (.) on campus?

Karen Is it about quality?

Brandon It's more about fit

305 Logan Yeah

Adam You know I like what Shanti said earlier, "drive"

Ivan Mm hmm

Karen I think Saleem's point was that it should be market focused so like (.) it's supposed to engage the people that we're wanting to engage, so who are  
310 we trying to engage with this?

Adam So I mean I think what Shanti was [saying is that (.) people who are driven, ar::e attracted to RWC

Ivan [Yeah

Adam AND, RWC makes them more driven

315 Aaron [That's a, that's a good strategy

Baris [I think (.) I think it's a good fit, like, if they come in they drive, and they enjoy it, if they don't have the drive, they just-

Karen So we want driven students

Matt Action

320 Ivan I'm trying to think of (.) I LIKE that term driving impact, I think it's, I think it's a solid term, and maybe it's like driving impact through, and then something that talks about like the team and people, like, ((clears throat)) like we wanna hit on the fact that it's a team oriented environment so the focus is on the people

325 (pau)

Aaron Does it make sense to have two? Like short phrases and like a, a longer version that really [captures it

Karen [I mean, like, a mission statement's different than a tagline

330 Aaron Yeah

Karen So like that's like "Just do it" and this is going to be longer

Matt Good point

Robert I was think, I was thinking of this as like a thing you hit on your way out of the office

335 Baris ha

(multiple) ((agreement & lau))

Matt Be a champion today!

Ivan We could always just go with consult like a champion [today

Jeff [I like the way

340 you're saying this

(pau)

342 Karen Um (.) I have a question, this is kind of like minor, but, do we wanna start  
by like people? Like starting the mission statement by developing  
tomorrow's leaders? Or like driving impact, that kind of like (.) has a  
345 different [twist to it, right?

Logan [yeah

Karen So I don't know if we wanna start with like (.) a stu- or a professional  
development student organization blah blah blah, or like driving impact  
through consulting engagements (.)

350 Baris So, it's a question of what is the priority

Karen Right

Baris Students or-

Karen But I think (.) ask you go along a mission statement, you lose people [like

Baris [hmmm

355 Karen So it's really like in the first few words that you get (.)

Ivan That's a good point

Baris What do you guys think?

Saleem Whenever you (.) talk to someone when they work somewhere, it's rarely  
about the sort of work they did, it's usually about (.) how the organization  
360 was, how the people were, that is all you remember and THAT'S what's  
going to define RWC as well, through word of mouth (.) so, I think it's its  
important (.) that we do define the sort of people we are and then we stick  
to it (.) right now it's vague, you know, it's like "hey, if this person can  
do a job, let's take advantage of it"



365 Brandon Are we creating this for students coming on our website to see what our  
tagline is or are we creating it for companies coming to RWC to see, like,  
Ivan I think the answer's both  
Brandon Yeah  
Robert So, are we recreating what, what's already on the website, then? Are we  
370 redefining the mission statement?  
Karen [Yeah  
Baris [Basically  
Brandon [Will I see this and want to come to this? It just depends on what we put  
online  
375 Matt I think it, actually it's, it's bigger than that (.) it's, with everything that we  
do:: our initiatives, how we treat people, how we treat our clients, how  
we build this environment, it has to reflect that  
Baris Yeah  
Matt What shows on a website is just one of those (.) you know, kinda  
380 aftermath of it  
Baris [Yeah, I think  
Matt [We're not building this for a website, we're not building this for  
advertisement, we're building it so that we always have something to  
come back to  
385 Baris This is like creating the DNA [of the organi[zation, like, whatever you  
do, uh, I was imagining  
Matt [yeah

Ivan [mm hmm

Baris If we have this thing right, and set, we can always go back every [move

390 we do,

Matt [yeah

Baris like, even if it's a very little thing, well let's make a DNA check if it fits

with the core purpose, and let's do it if it doesn't, let, let's fix it and do it,

Ivan [I just

395 Brandon [Then is it more for us?

Ivan I think to answer the question Brandon had is, are we driving impact to

clients or are we kind of creating the opportunity for students (.) I think, I

think the opportunities comes first, I had conversations with my PMs and

my consultants, like, "we're a twofold organization, we're client serving,

400 but we're like developing our people" and we can't serve our clients

[unless we properly develop our people

Baris [right

Karen But without the, client engagements, we wouldn't have those

opportunities for students [to do it

405 Ivan [right, right, but I think internally (.) we should

focus, like, I don't go into my team and say:: like the one and only focus

of this project is to have a good deliverable

Karen I agree

409 Ivan Bigger focus is, I want you to improve in everything we do because

410 inherently, we're going to have a better deliverable and a better client experience

Baris How many people think client comes first? How many people think student first in this brand? (.) Who says student comes first?

(multiple) [((raise hands))]

415 Ivan [I say student

Saleem [Student

Baris Ok. Basically we're pretty much on the same page

Ivan That's why I think THAT'S what drives it (.) we talk about (.) we are able to develop our [people

420 Brandon [develop an impact on students ((writing on board))

should be like the first piece of it, right?

Ivan [Yeah

Adam [Does it, does it fair to say that, someone who walks into RWC, or joins the organization, they're not joining RWC to help (large corporation)

425 Ivan Right

Adam They're joining RWC to help themselves

(multiple) yeah

Baris That's clear

Adam Ok

430 Ivan Yeah (.)

431 Aaron I think we're missing one thing that's pretty important, and that's the community? Um, I don't know if we (.) have it executed perfectly, but I feel like that's a big part of who we are

Baris That's a missing part

435 Ivan Does that, is that kind of along the teamwork line of (.) we, work as a team, we (.) are a community, are we talking community as [the three hundred people in RWC?

(multiple) [((crosstalk))

Jason I think, I think it's a combination of

440 Brandon I've just got to take off, so someone's gotta take over this

Ivan Ok

Baris Hey thanks Brandon

Karen But I do think that like the culture isn't really (.) it should be like [it should come through in the mission statement

445 Matt [yeah

Karen You can't exactly describe a culture [in a mission statement

Matt [((snaps))

Robert That's right

Karen Like in Google, it's not like you know everything about Google, there's

450 just not enough, like, [space to do that

Baris [yeah

Robert Gotcha

Saleem But we need to define it one way or the other, right?

Karen It should come through, right?

455 Saleem Yeah (.) I mean no necessarily, we need to either come up with multiple versions which define us, like when we did the recruitment? (.) there was like, yeah this person is really good, but he, he just doesn't fit the picture

Ivan Mm hmm

Saleem There has to be a metric on why he doesn't fit that picture

460 Logan A lot of it is they weren't willing to be developed, we thought

Saleem Yeah (.) that's, that's like a separate thing, there were multiple people we just didn't feel would fit into the organization

Logan Why not?

Saleem Because (.) some of them were, were because someone would dominate

465 the conversation, there were multiple issues like that

Logan Because that would interfere with their development, right?

Saleem Yeah, I mean but we need to define what is the right (.) DNA for a person in (.) uh, RWC

Karen At the same time it's not that black and white, it's not like (.) we don't

470 have like uh:: qu- quantitative measure of exactly how

Saleem Yeah, but this way we can come up with some form of qualitative measure that these are the sort of people we are, and that

Baris I think (.) that's more, that, like people as well as a little bit more detail under this and if you have the purpose, then (.) people is the second step

475 that you think about, which people is right to achieve this purpose, I think we are trying to do, like, why are we coming here every day? Or wh-

477 what is the purpose of being here, instead of people, th- the overall  
purpose will create the people or the culture

Karen What she said was what is the purpose of the organization, [why do we  
480 exist as RWC

Baris [yeah (.)  
yeah (.) not the culture [or

Saleem [I, I think it's the other way around

Baris I thin:::-

485 Chris Well I just think that it's important to figure out whatever you just said,  
but I don't necessarily think that it's going to be ON the mission  
statement

Baris [Yeah, yeah agree

Saleem [Yeah

490 (pau)

Baris Lack of discussion, it's almost like 7:52, we have 8 minutes, probably we  
need to continue next week? Or some part? Let's keep going

Karen Do you want to send out these words [and then we can start

Logan [yeah

495 Baris Yeah, and this is a good baseline, we can think about it over the week,  
and then come back

Ivan I'm ((crosstalk)) (.) I'm (.) I'm trying to think of just like putting some  
buzzwords together [real quick

499 Baris [yeah

500 Ivan and just kind of using this and I'm thinking, like, fostering like a team environment to create opportunities and drive impact, some sort of thing like that where it's like (.) what do we do and then how does that help both parts of our (.) people and our clients, the wording is off, but

(pau)

505 Aaron I like it, I feel like we also might need to be a little bit more specific, than [that, but I think I like it

Ivan [yeah, it's too ambiguous

Aaron Yeah (.) but (.) the structure behind it's pretty good

Jason I'm just gonna say, when we do this we wanna have it so it's very much,

510 like, RWC, right? Like you can't just (.) stick this and put it on: some other student group or so- [or whatever that is, like

Matt [yeah ((snaps))

Jason Or, it needs to be (.) very (.) US

(multiple) ((snaps)) yeah

515 Jason So just keeping that in mind, like, we're not doing this for anyone else, this is very specific to what we're doing and our mission here

(pau)

Logan So I think consulting needs to be a word

Karen Yes

520 Aaron Yup

Logan Does anyone wanna (.) write it up there?

Baris (lau)

523 Chris I actually really like community, cuz like this (.) you think about, like  
some of the things that we've been doing in the past year with the case  
525 academy and whatever that's, that's trying to get people outside of their  
teams

Logan Yeah

Chris So that we're building that community, so (.)

Ivan That's a good point

530 Chris Just, a thought so:

Aaron Yeah, I think it captures the direction of where we're going, not just  
where we are, now

Ivan That's a good point

Karen Well we can say like professional development and community from like  
535 student driven (.) for (.) like co- consulting impact, or something like that  
(2.2) again, kind of clear there

(pau)

Robert ((clears throat)) I just looked at a few, uh:: KPMGs is Cutting  
Complexity, PWCs is Building Relationships, and Accentures is High  
540 Performance Delivered,

(multiple) ((crosstalk))

Robert [Those are taglines,

Aaron [Those are taglines, those are taglines, I think we've got a pretty solid  
tagline

544 Jason I don't know if we necessarily need to recreate the mission statement, I



545 don't know if I necessarily agree with that, I like the mission statement

Matt I think, I disagree, I'm not a big fan of the [mission statement

Baris [I, I, I, don't like it either

(multiple) ((chuckles))

Baris Like what does this sentence: say?

550 Ivan It's too long, [that's the thing, I think the content's there

Aaron [yeah

Ivan I think that it talks about developing leaders and providing value to clients, with leaders coming first, like I, I think that's the same thing we're trying to get across

555 Jeff Why can't the tagline be the mission statement? Microsoft's tagline is their mission statement, isn't it?

Karen That's not true, I don't think

Jeff What, we want to put a personal computer on everyone's desk in the world?

560 Karen That's not a tagline, though

Aaron That's also, that doesn't capture their business model at all today

Jeff Well maybe not, but that's their [mission

Aaron [like, (.) I think we should (.) check

(multiple) ((lau))

565 Karen I think this is like a regular marketing practice for companies to like redefine their mission statement every few years

Jeff I think

Karen Like they continue to evolve, and so like it's an important like kind of exercise

570 Jeff Mm hmm

Karen Even if it statys: somewhat similar to what it was

Jordan I want a tagline, I want it

(multiple) ((crosstalk))

Aaron Can we like almost agree to have that as our tagline?

575 Karen Yeah

Aaron I feel like it's pretty tight

Karen It's beautiful

Ivan I think creating opportunity goes first

Karen [((lau))

580 Matt [I (.) I mean, what Aaron said, put that on (competition company), I mean, what, how is it, how is it unique to RWC?

Ivan [That's a good point

Baris [Yeah

Karen The tagline?

585 Matt Yeah

Aaron I feel like a tagline can be generic [it's just like conventional

Karen [just do it is like everyone's tagline

Aaron But like (.) [the tagline isn't really like something that is specific or captures what you do, I think the tagline is like what an entire

590 organization does in three or four words

591 (multiple) (((crosstalk)))

Aaron It's just not (.) like possible in the English language

Baris (lau)

Karen But a tagline is catchy

595 Aaron But it's, yeah, so I think there are really two completely different purposes

Baris Mm hmmm

Adam Would you wear the t-shirt?

Ivan Yeah

600 Karen I think [yeah

Baris [oh definitely

Aaron I think like, yeah, I think that'd be cool to have like on every slide

Karen Yeah, yeah

Brandon Not EVERY slide

605 (multiple) ((lau))

Matt That sounds so cool, I would put that on my business card

(multiple) (((crosstalk)))

Aaron Yeah, I would love to go up to someone and be like, "Hi, I drive impact and create opportunity"

610 (multiple) ((crosstalk, lau, clapping))

Jason The thing it, it's NOT (competition company)

Karen It's not, it's not

Jason High performance delivered is not anywhere else but Accenture

614 Baris ((lau))

615 Aaron But we still need a mission statement

Jason I think the reason it works for us is because we're the only ones that HAVE it

Brandon Get that copyrighted (lau)

(multiple) ((lau, snapping, agreeing))

620 Baris Ok, so lets, finalize and then figure out next steps, like how, how, we're gonna continue with this, any ideas, we have like three minutes

Aaron Could we, could we send the words out and then get like an email thread going where people like, just continue to like, to like,

Logan How about a Google doc so we're-

625 Baris [Yeah

Aaron [Yes

Sean I think we all need to do a little more searching for ourselves as to what like a mission statement is, truly honestly, cuz, right now, like, everyone is coming at it like this angle that angle, this angle

630 Aaron Yeah

Sean And this is what we ran into last semester as well, so I think we need to spend time kind of finding what resources that we can be like, alright, this is exactly what it embodies this is what we're looking for and we'll go from there versus like kinda comin at it from like one angle and then

635 saying, "Ah, I was thinking about it this way" we're kind of just like running back and forth, so

637 Baris Yeah, and we'll save time to, so

Sean Yeah, so like take some time like

Chris We actually did this last fall and we couldn't come to a conclusion

640 Ivan [We need a we need a baseline question

Aaron [Yeah, I agree

Ivan So if that questions gonna be why do we exist, that's what everybody's thinking

Sean Yeah

645 Ivan Or it's like why, why do you come here at 7 in the morning?

Sean Why not!

(multiple) ((lau))

Ivan But seriously

Jason Real World Consulting, [why not

650 Sean [why not!

(multiple) ((lau))

Baris Who will create, the, the google doc and put these things and then share it with us [so

Matt [((snaps))

655 Ivan Is it just gonna be just a buzzword google doc sorta thing or-

Logan No no it's the mission statement

(multiple) ((crosstalk))

658 Baris And we can act on this like a, a discussion board, just keep writing your thoughts and everything, collect everything, yeah, don't delete other

660 people's things

Logan Yeah, I agree we should have a question, like there should be-

Baris Yeah, and (.) put the question top, like,

Logan Well, we should up with the que- like, it should be really simple so are all writing, are writing mission statements that answer that question

665 Baris Ok (.) um:: what is that question

Logan Why. Why [do we exist

Baris [why do we exist

Jordan Yeah

Baris Are you (.) creating it?

670 Ivan Yeah

Adam We should consider including "why should I join RWC?" as a sub-question to that

Baris I think that should be something we need to keep thinking, while like, putting things underneath

675 Logan Because also a question we should ask is why should I support RWC and be a corporate sponsor

Baris I think if (.) if you have, uh, the, the bigger, reason, it also translates into why should you join RWC why you should be a corporate [partner

Logan [yeah

680 Baris If it's appealing to everyone, that will drive people in that, like, attract people

Karen If people agree with the purpose [then they want to come on

683 (multiple) [yes, yeah

Sean [Yes, I think it, like stems from

685 always looking at the purpose and if the organization is this for a good  
purpose then I'm gonna wanna join it, you know, like, if they can  
accomplish that continually, consistently, then I feel like yeah I wanna  
join the organization that continually develops tomorrows leaders

Baris Yeah

690 Sean Um: so it's like a byproduct, if you look at the Google one, like they  
don't have an open reason as to why you should come work here, it's just  
that this is what our purpose is and how we're gonna do it, um, do you  
wanna be a part of that

Baris [Yeah

695 Ivan [It should inherently draw people

Baris Good point

Ivan I just made the spreadsheet, I gotta meet with my PM

698 Baris Ok, alright...

## Clip 12

- 1      Baris      Ok (.) sounds good (.) So, I think we should finish this mission: statement  
thing? If we don't finish it, it's not it's like, it's not going to finish ever I  
guess, just keep going and going. Hopefully you can come up with  
something, we have a few drafts on the Google drive (.) um (.) I don't  
5      think that we take a look at it before (.) I've added some just this morning  
(.) I'll put it up there. Um:: Just a- let me see, let me read it first
- Baris      I asked (founder of RWC) last week after our discussion like, "What was  
the (.) reason, what was the main purpose driving you to start this thing?  
(.) What was your vision?" And then to summarize his statement. Like we  
10      start RWC to empower students with consulting experience through real  
uh (1.0) through real work projects and catch consulting firms attention  
because (University) was a school that (.) known only with finance and  
accounting not for consulting others. So it was like we needed to take  
attention from these consulting firms and then we wanted to create this  
15      thing for experiential learning to bring consulting firms here (.) and then  
he says it worked. It also brought a large spectrum of professional  
development students who are involved that made them one step closer to  
the real work ways relative to their peers who have participated. So that  
was his (.) uh vision (.) I can put this thing up ther::e (1.0) is it readable?  
20      We had a few things-
- Jeff      I think it's better if you read it



Baris Ok (.) uh, yeah I can read it (.) I think Logan also did some things: (.)  
 another suggestion came from an MBA student (.) and I tried to write last  
 week (.) We can go over one by one, and then start the discussion and  
 25 then Let's see how we can (.) work with that (0.5) The first one, Logan  
 did you write that one?

Logan Yeah, uh, me- me and my consultants did [those two

Baris [yeah, ok, you can (.) read it

Logan So, so one of them to provide experiential learning opportunities to the  
 30 students of the University through consulting engagements (.) and the  
 other thing was pretty similar it was to facilitate the development of the  
 University's best and brightest students through real world consulting  
 engagements

Baris Right

35 Logan That's what my team said (.) two of them

Baris That was (.) I think that was pretty concise. Uh, eh (.) that one says an  
 idea from consultant came from an MBA student. We had a group  
 discussion last week with some of the MBA students (.) kind of like made  
 them ready for (.) projects and what may happen in their project teams (.)  
 40 So one got back to me then with this thing, to be leading the university (.)  
 consulting network that- I can't read that

Saleem Consulting network that uses diverse student developmental experiences  
 (.) with actionable client solutions in a collaborative value creation  
 process

45 (pau)

Robert Hmm

Ivan It's wordy

Karen I like that, yeah, except the ending is kind of wordy

Logan Yeah, I don't know [about that

50 Baris [Yeah, um (.) the big one is (.) (founder of  
 RWC)'s statement, kind of like a summary, and the last three I kind of  
 tried to write down. To develop (University) students for a head start on  
 their consulting careers through challenging client engagements? (.) um,  
 they're pretty much similar to develop client ready consultants through  
 55 real world consulting engagements (.) to prepare top notch talent for  
 consulting industry through real world client engagement (0.5) I don't  
 know (1.2) Is there anyone kind of standing out and we can start working  
 off of?

Matt Actionable client solutions stand out for me (.) um (.) collaborative, that's

60 a word

Ivan Experiential learning sounds pretty solid

Matt Mm hmm

Logan I like, yeah, the third one the MBA student came up with, accepting  
 engagements

65 Karen Yeah

Aaron What if we chop off at the last like (.) six words, just ended at solutions

Karen Mm hmm

Logan I think, like yeah, honestly [I like that a lot

Aaron [I mean, I, I kind of think that's it

70 Jason Do you think it's too buzz wordy though?

Karen This says diverse student development, though

Aaron Yeah, I mean, I guess I would have to ask what diverse means

Karen Ok

Jason I think it just sounds like a lot of just jargon

75 (multiple) ((lau))

Jason I don't know

Aaron Yeah I like actionable

Baris Can we break it down, like some key components and then analyze which

is really needed, which is (.) can be (.) trashed

80 Ivan I think that provide experiential learning (.) could go in the third one

instead of uses diverse student development is just, it's less wordy (.)

actionable client solutions sounds really good though

Logan Yup

((pau))

85 Logan I like the, to be the leading [university part, I really like that part there

Matt [yeah ((snapps))

Aaron [yeah, it's a good start

Logan That should be on this space

Baris Um, does anyone want to take (.) the board and then (0.5) then follow

90 what's going on?



Matt Yeah  
 115 Baris Develop  
 Logan Impact  
 Ivan Consulting network  
 Baris Impact  
 Logan Valuable (3.3) consulting  
 120 Matt I feel like experiential learning and actionable client solutions are [pretty  
 similar  
 Logan [practical  
 experience  
 Baris Ivan?  
 125 Karen But the learning is for the students and the [client solutions are for the  
 clients  
 Ivan [yeah ((snaps))  
 (multiple) ((snaps))  
 Logan Professionalism  
 130 Ivan Shut up Matt  
 Matt Good answer  
 Karen (lau)  
 Karen [That's good  
 Ivan [You should probably not talk for a while  
 135 Karen No, I didn't mean [it like that  
 Matt [I'm just (.) stirring the pot man

	Baris	Leaders
	Karen	The pot's stirred
	Ivan	Churning the butter
140	Logan	Student
	Karen	(whispers)
	Logan	Driven (.) an:::d community
	Aaron	Is that off the top of your head?
	Karen	((lau))
145	Logan	I took a picture
	(multiple)	((lau))
	Jason	You got a photographic memory
	Karen	Nice ((lau))
	(pau)	
150	Aaron	So (.) what do you think?
	Baris	We have everything in this one? Anything to add or (.) we forgot something?
	Adam	What's a consulting network?
	Ivan	Yeah
155	Logan	Organization
	Ivan	Well (.) no, it's not bad, [though. It sort of talks about our-
	Chris	[well (.) the network-
	Logan	The alumni
	Baris	Hmmm (.) connection, it recalls that

160 Robert What's a network, though?

Brandon It's a group of people kinda-

Matt Family

Aaron But what what if it was a [(crosstalk)

(multiple) [(crosstalk)

165 Adam When I think of consulting network I think of ((clears throat)) a group of  
contract consultants across the United States who work for this (.) group

Jason I'm with Adam

Robert Alright

Logan Consulting (.) organization

170 Ivan Community

Baris Community [sounds a bit-

Karen [organization is just soft though

Logan It's not soft

Matt No it's obviously two, two rigid like there's no feel to an organization

175 Logan [I can't-

Karen [University organization

Aaron Can we just agree it's too generic, too soft?

(multiple) Mmm, yeah

Logan Just get, give me another alternative

180 Karen Well group sounds small and we're pretty big

Aaron You can have a big group

Ivan Try squad

Aaron Yeah I was thinking squad

Matt Squad!

185 (multiple) ((lau))

Karen The premier university consulting squad

Aaron I would love it!

(multiple) ((lau))

Sean Baris, can you refresh that again?

190 Baris Yeah, I- (.) ok, yes

Matt Association

(multiple) ((crosstalk))

Ivan Association sounds too formal

Sean Say it

195 (multiple) ((crosstalk))

Baris Are we a company?

Ivan Team?

Aaron Well (.) I feel like (competitor) calls themselves firm and I kinda hate that they call themselves firm

200 Chris They have the whole like partner and all that stuff

Aaron Yeah::

Jason We should, we should really agree on this (.) what are we gonna call ourselves? Not a firm

Matt We should try family

205 Aaron (Other university) calls themselves a firm



Jason I think group?

Adam I like firm more than I like group

Ivan Do we like team, or are we too big to be a (.) team?

Sean No, I don't like that

210 Aaron I feel like [we have multiple teams, like what do you call like a bunch of teams?

Sean [((crosstalk))

Logan We've got teams within the group

Aaron Can someone come up with like synonyms?

215 Matt [League?

Karen [Yeah, I got you

(multiple) ((crosstalk))

Baris (lau) Like a better way

Sean No

220 Brandon No

(multiple) ((lau))

Karen What are we searching for?

Matt Team

Karen Chain [grid net organization structure web arrangement

225 (multiple) [((crosstalk))

Jason League? We gonna be the league?

(pau)

Karen Let me try organ- (.) association, band, what's that?

Sean            A band!  
 230 Matt           Gang  
          Karen        Band body  
          (multiple)    ((lau))  
          Karen        Troop  
          Matt           Clique  
 235 Karen        Faction  
          (multiple)    ((lau))  
          Karen        Party society (lau)  
          Aaron        How do you spell clique?  
          Karen        Company club  
 240 Ivan           q-u-e  
          Karen        (lau) grid network  
          Ivan           Aren't we supposed to avoid doing this exact thing?  
          Aaron        Yeah  
          Ivan           Trying to find words that fill what we wanna say?  
 245 Matt           ((snaps))  
          Karen        Grouping institution management system  
          Aaron        Before we do this, I mean (.) is it good outside of the word network? (.)  
                         we can get that far  
          (pau)           (3.5)  
 250 Karen        Well network is just connected (.) that's kind of like why I like it [cuz  
                         you can

Sean [I  
 think another one

Baris Yeah, I think

255 (multiple) ((lau))

Baris the under- understatement was fair like (.) a bunch of consultants doing  
 free work (.) so- uh (.) kind of like brings that back (.) that's all  
 (pau)

Karen ((deep breath))

260 Aaron Alright, so what about practice? A consulting practice

Karen [Practice is nice

Logan [Yeah

Ivan [I like that, alright

Matt ((snaps))

265 (pau)

Baris Nice

Karen But then we lose the element of community

Ivan Yeah, that's what network does provide us, I think network has that  
 outlook of community

270 Matt [Well then why don't we just mark it in later?

Karen [Which is what group does too

Aaron We can add community

Matt Yeah

(long pause)

275 Baris Consulting practice community?  
(multiple) ((crosstalk))

Jason Premier consulting practice providing a (.) community of experiential learning?

Aaron That's: kind of where I was going with it

280 Adam Do you know what the elements are that you want (.) in there?

Baris Kind of like (.) here? (2.7) But not limited to this one?  
(4.3)

Adam What if you had to narrow it down to three qualities?  
(3.4)

285 Ivan I think it's:: the community and [the network  
Matt [develop

Ivan Experiential learning, client solutions

Baris [Yeah (.) here it's down to three I guess

Karen [Well some-

290 Baris Bu::t (.) [is is is that the right three that we want?

Ivan [now we're just wordsmithing

Karen I feel like some of these we kind of just have to hit on, like student just makes sense because it's (.) who we are

Ivan We could say university

295 Karen Yeah

Ivan That's kind of

Matt True true true

Logan I would prefer university  
(multiple) ((crosstalk in agreement))

300 Baris Is student out?

Karen Well (.) we kind of hit it with [university

Jason [Yeah (.) it could kind of be like it  
doesn't have to be explicit

Matt True

305 Aaron So (.) should we say university?

Baris [Yeah

Matt [Yeah

Ivan I mean this hits the three points we're trying to do it's university it's  
students we're letting people learn (.) learn and develop and we're  
310 providing clients with solutions

Karen Hmm

Ivan I think this is (.) good I just think we need to (1.3)

Matt Experiential learning? Or experiential development?

Ivan ((exhales))

315 (2.7)

Aaron [I feel like this is the place where (.) yeah

Sean [I think learning

Aaron I would ask like what experiential development is

Ivan Yeah

320 Logan Yeah that's (.)

Aaron And [then I think –

Karen [sounds extra

(4.2)

Saleem So we take out this part right, experiential

325 Adam I think you're trying to get at professional development, right? Is that  
what you're referring to in saying this?

Matt Yeah I was just trying to get (.) the word development in there (.) cuz I  
think learning is (.) basic (.) you see that a lot

Logan But experiential

330 (6.3)

Ivan If we're trying to stuff all of that, then client solutions kind of takes care  
of that whole value thing (.) it says the same thing (1.2) I think valuable  
gets knocked off by saying client solutions

Logan Yup

335 Ivan You have consulting in there (2.2) um

Baris Actionable client solutions impact, right?

(multiple) yeah ((crosstalk agreement))

Baris Devleop

Jason That's directly related to experiential learning

340 Karen Learning

Chris Does this capture, like, (1.0) the type of students we have, the type of  
talent we have?

Jeff I'm gonna pass this around (.) this is the Kaufmann foundation mission,  
value statement, see if it inspires any words of wisdom from you

345 Karen (lau)

Jeff Cuz we're really struggling in here

Baris You can read it for us, can you?

Raul Ok, uh, it says to research and to identify the unfulfilled needs of society  
to develop, implement, and or fund breakthrough solutions that have a  
350 lasting impact to offer choice and hope for the future

Jeff That's their mission statement  
(14.3)

Baris Can we have, professionalism?

Ivan Uh

355 (multiple) ((crosstalk))

Ivan I think it's a lot!

Karen Yeah, definitely some word choice, I don't think client solutions sounds  
unprofessional, though

Ivan (mumbling)

360 Karen I feel like network sounds more professional

Ivan Actionable solutions, I don't think that sounds bad

Baris What about leadership?

Logan No

Matt Eh

365 Karen We have leading

Logan            We have, yeah I think last week (.) we decided that word is overused

Baris            Yeah, ok

Chris            Does it capture the type of what we have in the organization? Like I'm  
just looking at driven

370 Baris            Yeah

Chris            And I don't know if it-

Karen            Mm hmm

Chris            I don't know if I see it

Baris            Hmm

375 Adam            It seems like the first thing there that you have is (.) who we are (.) our,  
you know, our label (.) and the next two are what we do

Ivan            Mm hmm

Adam            Why we exist

(3.1)

380 Sean            Do we necessarily need like who we attract? Cuz shouldn't like  
individuals come to our organization based off our purpose?

Karen            Yeah, yeah didn't we discuss that a little?

Baris            And if you wanna be the leading consulting practice, probably (.) it tells  
what kind of people you have (1.0) they must be good (lau)

385 (2.4)

Ivan            Try s- (.) I'm just gonna say it, I'm gonna read what's up there and let's  
see how it sounds

((snickers))



Ivan To be the leading university consulting network by providing experiential  
390 learning opportunities and actionable client solutions

Chris Aren't we doing practice?

Jason I like network as the word

Chris Network?

Baris Network, not-

395 Karen Network or practice?

Ivan I think, consulting network sounds (.) decent

Robert Read it (.) read it one more time, I don't think it sounds very good

Ivan I didn't

Karen (lau)

400 Ivan Uh, to be the leading university consulting network by providing  
experiential learning opportunities and actionable client solutions (.6) I  
like the end of it

Robert Yeah

Matt ((taps table repeatedly))

405 Logan [What about just leading university consultancy?

Karen [Yeah, I think-

Logan I agree with the second part

Ivan [Consultancy?

Adam [Are you trying to make this work in one sentence?

410 Baris As short as possible

Logan I like it (2.5)

Baris Can you (.) change and read it, Ivan? Network practice consultancy? Just try it

Ivan You want me to just read it?

415 Karen (lau)

Ivan To be the leading be the leading university:: consulting:: what?

(multiple) [Practice!

(multiple) [((lau))

Ivan To be the leading university consulting practice by providing experiential

420 learning opportunities and actionable client solutions

(4.6)

Ivan It sounds good in that (.) sense

(2.3)

Brandon What about consultancy?

425 (3.3)

Ivan Do not give me that look!

(multiple) ((lau))

Ivan To be the leading university consultancy by providing experiential

learning opportunities and actionable client solutions

430 (3.4)

Aaron Have we added network and practice?

Baris Yeah I think I like the first two, I like practice

Jason I like consultancy

Karen Yeah, we-

435 (multiple) ((agreement))

Jason I thought it was really succinct

(5.6)

Karen Um (.) the thing that I kind of liked about this: one was that (.) it's a  
network that fuses, so it kind of made it like seem like experiential  
440 learning and actionable client solutions were (.) kind of the same thing,  
just like different perspectives

Matt Good, yeah

Karen And I don't know fuses is the word, but I re- merges or something like  
that, but (.) it's kind of like a good connector

445 Baris I like it

Ivan [What if we say fosters?

Matt [I like how it fuses it together, I like that

Ivan The leading university consulting practice that fosters experiential  
learning and actionable client solutions, so it mixes these like two things  
450 into one

Karen [Blends coalesce  
[((crosstalk))

Sean Creates

Ivan [Ooh

455 Aaron [So I would say like-  
(pau)

Ivan It create learning

Sean Are you gonna be able to execute to action with that?

Karen That creates an experiential learning [through actionable

460 Sean [I like fosters experiential  
learning and actionable solutions

Jeff So (.) Adam's written about (.) changing experiential learning to::  
project-based learning, to engaged learning, right?

Adam ((nods))

465 Karen Hmmm

Jeff So that's one you might want to consider

Karen Engaged learning

Adam Experiential sounded too ((unintelligible)) to me

Karen Hmm

470 Matt Too much like a class

Jeff Um (.) I don't know (.) one of the things you can do is be top ranked (.)  
leading, what does leading mean? It doesn't mean anything to me (.)  
everybody says lead or leading (.) why don't we say hey we wanna be the  
top ranked university (.) consultancy?

475 Aaron Ranked under what?

Ivan Yeah, by whom?

Aaron Like (.) to us, just ask us

(lau)

Jeff There's a paper that's out that said we were top-ranked

480 (lau)

Karen Adam thinks [we're top-notch  
 [((lau))

Karen Yeah

Jeff But that still counts

485 Karen (lau)

Aaron I could ask the same question about leading, who's going to determine  
 who's a leader?

Karen Well people come to us as an example

Jeff They do, I had a call yesterday from Oregon

490 Karen The fact that people are following is evidence that we lead

Jeff Top ranked means no pressure on people down the road, when they're in  
 your seats, they continue, when they're in Adam's seat, my seat, continue  
 to be the best (.) leading is too far

Adam So is this MECE?

495 Ivan Mutually exclusive, collectively exhaustive?

Aaron Thanks Ivan

(10.4)

Aaron I feel like we agree on all three of these points, right?

Sean Yeah

500 Ivan Yeah [we're just trying-

Aaron [the question is like, the nuances of it, like can we (.) can we  
 agree on that?

Ivan Yeah

Aaron            Alright, we should include all three of these

505 Matt           Can anyone start writing? Like, down to the right, like the full sentence?

Ivan            I don't like top ranked as much cuz it like (.) it requires context almost  
like (.) top ranked in (.) management consulting, tech consulting, it's like  
very it takes it takes a specified uh, requirements to be able to say that  
rather than just say we're the leading

510 (1.5)

Matt            Could just say this for leading

Karen           Yeah

Jeff            I don't understand but ok

Karen           I just it would just like lead to questions of like who ranks them

515 Sean          Right

Karen           Like what are the rankings

Ivan            Yeah

Karen           And there's no like universal (.) ranking system right now

Adam           What if you said instead of 'to be' to 'we are'

520 Matt          ((snaps))

Karen           We are

Matt            ((snaps))

Ivan            Or just say (.) THE

Jordan          I like that

525 Karen          WE

(lau)

Ivan Or just say the university network

Karen We are

Ivan It's like, we don't have to say it, it speaks for itself

430 ((crosstalk))

Baris And and 'we' brings in a community feeling again

Karen Yeah

(multiple) yeah

Karen Boom, boom boom

435 Chris Good for you!

Ivan Premier university

Chris Yeah, go ahead and put 'we are'

Baris Why not?

(lau)

440 (4.6)

Jason Did we decide on network, or practice?

Adam You [left out consulting

Sean [you left out consulting

Aarom Aaahhh!

445 Ivan No, we're just the network guys

Aaron Yeah

(lau)

Aaron The social network, right?

Karen I like that

450 Matt Network-cy?

Karen Premier, beginning, champion, chief, first, head, initial

Jeff We've used premier (.) it's been our tagline, the premier university, fee-based student consultancy

Sean Yeah that's right guys, I knew I heard that somewhere before

455 Jeff It's on our website

(lau)

Karen At least we're consistent (lau)

Sean Don't have to reinvent the wheel here guys

Jeff And that's ok! If that's what we come to, you know, at least we've

460 thought about it

Karen It's coming to us

Baris And (.) it will bring us all to the same point like, we're kind of coming closer together now, especially with you guys

Ivan We are the premier university consulting practice (.) that (.) do we say

465 fuses, fosters (.) wants to blah

Sean I mean just put fosters, I think like foster an actionable client solution

Jason Do we even need a word after consulting? Or can we have consultancy?

Logan Everyone was hating on consultancy (.) so::

(lau)

470 Shanti No I liked it

Logan [Oh, the numbers are growing!

Ivan [Game changer





Aaron Yeah

Baris I like [practice, yeah let's use practice

Matt [I like practice, yeah practice

(5.4)

500 Ivan You make your p's really weird

Aaron Thanks for that

Jason What a nice guy

Chris I think if we use foster we can use through, but not [the other way around

Karen [yeah

505 Ivan We are the premier university consulting [practice that fosters  
experiential

Chris [but then we have an issue

Baris Eh::: ((breaths in))

Chris Solutions there

510 Ivan to PROVIDE!

Aaron Isn't it, isn't foster already on the mission statement

Karen Yeah

Karen [It would be like

Ivan [No, I would be to provide cuz we're fostering the learning experience

515 it's just loud, people

Chris What if we came up with the same mission statement?

(multiple) ((lau))

Ivan Word for word



Ivan I would disagree that engaged sounds more like a classroom term, [I think we have engaging the students

Robert [Yeah

545 Ivan Rather than providing them with experience

Karen Engage

Sean I like experiential

Aaron Yeah

(multiple) ((crosstalk))

550 Jason I feel like experiential is like experiment, though

Logan Well it's not experiment, though (.) your experiencing

Sean Yeah

Aaron Yeah

Baris THE experience

555 Matt Put those other words up there

Aaron We are the experience

(5.4)

Karen Well yeah, most students do it for an experience

(3.5)

560 Matt Well-

Karen But they engage while they learn (.) as well

Matt ((breaths in)) I'm a fan of fuses (.) and

Ivan But the definition of experiential learning is a process through which students develop knowledge skills and values from direct experience

565 outside of traditional academic [setting

Sean [It's perfect

Ivan Is that not [exactly, exactly what we are doing here?

Baris [yeah, that's perfect

Sean Exactly ((snaps))

570 Matt There it is

Jeff What about project based learning?

Matt Hmm

Ivan Ooh!

Jeff That's more exactly what we're [doing

575 Ivan [that is good

(3.4)

Karen But we're kinda hitting that with the actionable client solutions

(4.1)

Logan Why don't you read it

580 Ivan We are the premier university consulting practice that fosters project

based learning to provide actionable client solutions

(2.5)

Aaron I like it

Karen Sounds nice

585 (multiple) ((lau))

Jordan Ivan, say it one more time



610 Ivan To create?

(multiple) ((mumbling crosstalk))

(4.4)

Ivan [Well we're providing (.) the experience through the solutions we're more or less (.)

615 Matt [Should we connect clients with actionable solutions?

Ivan = we're getting the experience first

Baris Ye- yeah yeah, (.) which one is first, like

Ivan I think it's the experience first

Chris The experience first

620 ((crosstalk))

Baris I think actionable client solutions, I, I would say like (.) inspire or foster experiential learning (1.2) while:: providing actionable client solutions

Aaron I vote that we keep this (.) like exactly as it is

Ivan We are the premier university consulting practice that fosters experiential

625 learning to provide actionable client solutions

(3.1)

(sigh)

Chris Logan's not a fan

Logan Eh

630 (multiple) ((lau))

Ivan Is there a better way to replace 'to provide' (1.1) 'by providing' BOOM

(2.7)

Chris But then, to say 'by providing' (.) it's the client first

Logan Yeah, and you have to provide to get the experiential learning

635 (3.9)

Karen Yeah

(3.4)

Aaron To deliver?

Ivan Ooh!

640 Jason Ooh!

Matt Throw it up there

(multiple) ((lau))

Ivan Just two words a meeting and they're golden

Sean I, I think the other way is golden

645 Aaron [This is it

Logan [I:::

Matt Someone convince me (.) convince me on fosters

Logan Oh::

Sean No, no we're all-

650 Ivan You ever hear of fosters the good man?

((chuckles))

Karen It kind of brings in the old mission statement [I kinda like it

Jason [I like cultivates

((mumbles))

655 Matt I like cultivate



Karen ((lau))

Chris Really?

Matt I like cultivate

Karen Fosters is more to do with development, though

660 Jason Fo- I think fosters is more like, yeah, like community

((all)) ((lau))

Ivan So, so let's get back to this part, so consulting practice hits that with like, where rather than saying organization, practice sounds more professional

Aaron Yeah

665 Ivan Experience is there, development is there through the experiential learning thing (.) uh actionable client solutions, that's the impact, that's the value, consultant's in there (.) community we kinda hit with 'we'

Chris We are, yeah I like that

Ivan Fosters is:: just basically:: growing:: improving::

670 Sean Yeah

Matt Yeah

Ivan Alright (.) somebody besides me (.) read it

Sean We are the premier university consulting practice that fosters experiential learning to deliver actionable client solutions

675 Karen Boom

Matt Wow

((snaps))

Baris Sounds like us

((lau))

680 Ivan            Everyone set on ‘we’?

Logan            Yes:

Sean             I like that, [I like that

Matt                        [Yeah boys

((lau crosstalk))

685 Ivan            My only, my only worry with ‘we’ is I haven’t really seen a mission  
statement that starts [with ‘we’

Matt                        [that’s why I like it

(multiple)        yeah

Chris             Can you imagine like kickoff you get 200 students like reading that

690 Ivan            That’d be pretty chill

Chris             Like a call

(multiple)        ((lau))

Baris             What about the (.) uh the t-shirt (.) [would it fit on a (.) a t-shirt?

Ivan                                [ooh, yeah, everyone the t-shirt

695                        test!

Baris             Would it fit and would you wear this, on a t-shirt

Karen             Hmmm

(multiple)        ((stumbling, uh)

Logan             I would wear it

700 Sean            Yeah, I would

Karen             Yeah on the back

Matt I'd wear it

Baris Especially 'we are' does the t-shirt thing

Sean Yeah

705 Baris You know (.) to BE (.) like weird on the t-shirt

Sean Yeah

### Clip 13

- 1     Baris     We can (.) start with the project part again (.) anything good, anything bad about the teams? I think (.) we can start with some specific people, it's not for putting you on the spot, just randomly, anyone wants to talk about anything good happening in their projects? Like, some really good
- 5     practices by consultants, senior consultants, PMs doing (.) like, way better than (.) you expected? Is some unique way of doing things? You wanna share? Yeah Robert-
- Robert     I have a senior consultant (.) that is (.) absolutely outperforming in every way possible. Ultimately, he's going abroad next semester (.) but both
- 10     myself and my PM would really like to, would like for him to be considered as a, as a project manager for when he comes back. Is that a, is that a potential opportunity for him? We want him to see light, see the light at the end, at the end of the tunnel
- Baris     Mmm hmmm
- 15     Robert     Um:: He, he understands that he's leaving, he's not gonna be able to just walk into the role,
- Baris     Mm hmm
- Robert     But (.) he's doing a stellar job, so we, we wanna be able to say, like "hey, like you know there's something here like for you when you get back"
- 20     Baris     Mm hmm

Robert            “if you want it” but again, he’s leaving, so I, I, I don’t know what that  
                          procedure is, but I would like to be able to shed some light on it, light on  
                          it for him

Matt                Is this John?

25    Baris            Yeah

Robert            Yeah

Karen               I came back as a PM

Robert            Right?

Karen               [After study abroad

30    Matt               [((snaps))

Karen               So, [I think it’s possible

Baris                [Oh-

Ivan                Yeah, you were a PM before we interviewed for PMs right?

Karen               Yeah

35    Ivan                So I think he should interview at the end of this semester, and if he gets it  
                          he’s like a deferred PM, like when he returns (.) like if we choose that he  
                          should be a PM when he comes back

Matt                ((snaps))

Ivan                Then he’s a PM, but interview is before he leaves

40    Robert            [Right

Baris                [That’s great, so- can you be specific, like what is (.) something that he  
                          does, like (.)

Robert He's the FIRST one to speak up in every meeting, any (.) any and all initiatives he's the FIRST one to (.) take on the initiative (.) he goes  
45 above and beyond in terms of his research, and helping out the PM, in terms of what she has to do, I mean, ultimately sh- he's like he's he's just (.) killing it (.) he, he just does a very stellar job

Baris And who is that? I think-

Robert Uh, James Swanson

50 Baris Good, good for all of us to [know it

Karen [that's a good name

Jason James swanson

Robert James Swanson, Matt knows him very well

Baris Oh, that's great

55 Robert Yeah, he's he's just doing an incredible job and I, I wanna be able to show him that, you know, there is light at the end of the tunnel and that the work that he is, he's doing is going towards something, so

Brandon Is he a sophomore?

Robert Um (.) [he's a junior

60 Matt [he's a junior

Ivan Oh yeah, you know I see him around a lot and it seems like a cool dude

Chris Do you stalk him?

Ivan Oh! Like, um (.) yeah

64 Brandon ((lau))

#### Clip 14

- 1 Baris Right now we are discussion, should we have some sort of recognition, or  
like a thank you note to these people, like every week or every other  
week when we come up with these things, so (.) they realize, like, these  
things are being speaking in the SLT meetings and people are realizing  
5 it? It would be evaluating or-
- Ivan A [formal one, or?
- Logan [I, I think as an SM you should just try and reach to them
- Ivan Yeah
- Logan Cuz I feel like we don't have time to discuss every one
- 10 Baris Yeah
- Logan So I just think as an SM you should just make an effort to just tell an SC  
or a consultant, like "Hey you're really doing a great job, like, keep it up,  
theres--"
- Baris Yeah, informally [like
- 15 Logan [yeah (.) yeah
- Baris Like saying thank you, like we know that [you're doing, going
- Matt [((snaps))
- Baris above and beyond in everything
- Brandon What if you just see him in the hall [too, just be like, "hey like I heard  
20 your name mentioned in the meeting
- Baris [Yeah (.) or just-
- Brandon You must be doing a good job

Baris I think we should do it (.) I mean, those people are working hard, but they also have a feeling inside, like, I hope they realize it

25 Ivan Hmmm

Baris Even though they aren't saying it (.) so:: getting that confirmation would just (.) boost their (.) confidence a bit

Saleem A lot of these consultants who have performed really well, they have this question (.) about being promoted to project manager role and that's what

30 the feedback they ask for, what is our policy for freshmen and sophomores when it comes to the project manager role? Are we still asking them to go through the senior consultant route before going to the project manager route? Role?

Robert They have to have at least one (.) one summer of intern experience if they

35 can go straight to project management (.) [is that correct?

Saleem [oh

Baris Is that correct?

Ivan Chris, Chris-

Chris Previously we talked about not one summer internship but at least two

40 projects

Ivan Mm hmm

Chris Uh, before they go and get promoted, I think it just makes more sense, for, for thinking about, you know, considering promotion for someone that, um, makes more sense for them to just do an extra project, kill it as a

45 senior consultant, [and that would help out



Saleem [ok, that makes sense

Aaron Wait, is that just for freshmen or is it-

Chris Freshmen and sophomores

Ivan But then for MBAs we can go after one

50 Matt Right

Chris For anything beyond that [they can just-

Ivan [ok

Chris =go straight to PM, they don't have to be a senior consultant route

Baris Ok, any other things to add?

55 Matt In terms of the recognition, I feel like (.) for some people, (.) it might be good for them to hear from you (.) just in, in talking with some people, you kind of (.) you know a lot of people

Baris Mm hmm

Matt But they (.) a lot of people look up to you in terms (.) just your position

60 within the organization and, uh, being an MBA and being super involved, so, you don't have to, like, put a note to everyone who's performing well, but maybe we could design a template that might go out or something, just because like, SMs well, we see these people, these consultants these senior consultants on a daily basis, you're a little bit more, you know (.)

65 farther from the project, so, I don't [know, food for thought

Baris [ok

67    Baris        Yeah, I think (.) like that can be done easily, um, maybe I take notes of  
these people, and then kind of reach out to them, or try and know them,  
or whenever I see them I just talk to them, ok, I'll do that (.) a- any-  
70                anything bad happening in the projects?

## Clip 15

- 1     Baris       Yeah, I think that that can be done easily (.) um (.) maybe I take notes  
with these people (.) and then (.) kinda reach out to them or kinda know  
them or whenever I see them I just talk to them (.) Okay, I'll, ok (.) any-  
anything bad happening in the projects, like (.) your client is not  
5       responding (.) um, or your PM is doing a terrible job, or whatever (.)  
yeah, anything?
- (multiple)    ((lau))
- Aaron       We had a client freak out us on Friday (.) um (.) partially on our fault for  
not setting expectations the right way, like kinda how we do things (.)  
um, but also it was just really unexpected, so we're working through that  
10       process right now, we'll see how this plays out, but the team's really good  
and their work is pretty (.) spot on. We just didn't get, her on board
- Robert       Um (.) does anyone have any experience with Joe?
- Aaron       Austin?
- Robert       Yeah, d- dan-
- 15    Chris       Adam does ((lau))
- (multiple)    ((lau))
- Robert       I mean, I mean personally I didn't have a, I had to have a hour long  
conversation with him in order to (.) really bring him up to speed with  
like (.) like how he should be doing his work, and he is one extremely  
20       unprofessional in terms of how he engages his team (.) extremely  
unprofessional in how he engages his client (.) extremely unprofessional

on how he engages the project, it, it's just, uh, mind-blowing (.) and I had to have an hour long conversation with him being like, okay (.) like he he wanted, he wanted to cut the project off at six weeks and just say,

25 "There's nothing else. There's no other value we can add to you after six weeks." And I had to say, "Hey, that is COMPLETELY untrue. Do NOT tell the client that, we have SO much more work that we could do

(multiple) ((lau))

Robert It was, it was mind-blowing. I was SO mad. I could not UNDERSTAND

30 ((lau continues))

Brandon Is he, is he a consultant?

Robert He's my PM!

((lau continues, harder and louder))

Robert ((yelling now)) I couldn't understand the belief of him to say that to our

35 CLIENT (.) So we're at a six week project, we have no other value that we can add to you. I was, I was mind-blown. I was like, th- I was like "Hey man, there's a LOT more we could do. Trust me, there's a LOT more we could do."

((lau continues, snapping on occasion))

40 Robert Any- anyone had any experience with dealing with this? It is SO, it is, it is MIND blowing, I don't, I don't, I don't understand it.

Shanti He was like that too when he was a consultant on my team and we would like put his feet up during meetings and like (.) say how, like he would ASK the PM, like, what's the value in us doing that, so the same kind of



(multiple) ((lau))

Robert YOU are the PM. Like YOU should be the one to, beca- send this out."

70 And he, like, he always references my name. It's, like, it's just terrible.  
[It's really bad

Baris [What was the  
outcome of your conversation? Like, what happened afterwards?

Robert Um: so he started to outline more direct, um, action-- actionable items for

75 the team (.) um, but (.) after this first meeting, I was hoping he'd follow  
up with them (.) and he didn't follow up at all (1.0) So I had, I had to go  
and say, "Hey, Joe, you need to FOLLOW up on these actionable items.  
You need to MAKE sure that people are accountable for what they're  
doing (.) an::d ultimately, we need to get some things accomplished ((hits

80 the table))

Baris Mm hmm

Robert Because otherwise ((lau)) we're not going to do anything with this  
project." It is TERRIBLE (.) Honestly, it is, it is really, really bad. The  
way that he approaches a project, the way that HE approaches things that

85 need to get done, and it it, uh, I like nothing will get done if I, I was to let  
him to run a project, nothing would get done

Jeff So I just walked in (.) this is Joe with (company name)? I talked to  
(client) on Monday about everything just for, like, you know, 45 minutes  
(.) he's under the impression that (.) you know, the team is doing okay: (.)

90 and that this is a no-brainer

Robert Because, it IS a no brainer

Jeff There's definitely tangible things. I mean (.) find out what conferences there are, who's going to be there, and all that, right?

Robert Yeah, but, but, but I'm, but I'm-

95 Jeff I understand your frustration, I looked at Adam when you mentioned the name because we've had this issue before

Robert But Joe has NO:: accountability (.) none. Someone comes in the meeting and has like two things to say, or they don't say anything, or they don't have research (.) and he he, doesn't, he doesn't hold people accountable

100 (.) at all (1.7) It, it's just-- there's so many things that he does horribly wrong, that, like, I don't know which one to address first.

Baris So you think this project is manageable with (.) [with his leadership?

Robert [yeah, it yeah, because it's such a easy, uh, project

105 Baris Yeah

Robert Like, we're literally determining market entry, market opportunity (.) It's that easy

Baris So he will PM the project

Robert But Joe's so bad, like

110 Aaron Do you have a Senior Consultant?

Robert Yeah

Logan [Is, is he good? Is she good?

Chris [I, I would use him yeah, cuz that's what happened last semester too

(multiple) ((breath))

115 Sean I think this does stem from like a greater like issue in RWC, and we like, we never addressed the issue of like, just not inviting people back or like firing people or anything (.) and I think there's always lingers around

Baris That's true

Robert That's what I wanted to get to.

120 Sean Like (.) and, yeah, like and it needs to stop. I, I have a PM right now that I probably wouldn't- I'm gonna tell him that he probably shouldn't come back next semester, if, if he keeps it up. I mean like-- it's just like (.) we always like, just be like, all right, it'll be someone else's problem next semester, and this happen and like, Robert has to PM a project basically.

125 Baris Yeah

Sean And that just stems to our greater issue that we always just like, "All right, like next semester we'll handle it. Like I'll be graduated, I'll be fine," and then like you just kind of screwed over the organization.

Robert I, I, I would not (.) I would not ((hits table three times with words)) put

130 this issue on anybody else next semester

Baris [Yeah, definitely that, that's a great-

Jeff [Thanks (.) So, one of our options, I agree (.) we, Adam and I have to take a lot of the blame, cuz we know that he's, he's our last PM, right? (1.0) on the list?

135 Adam When?



136 Jeff When we were selecting teams, wasn't he one of the guys who wasn't going to be-

Adam Yeah, I mean, yeah-

Jeff He came on at the end of the last semester (.) correct me if I'm wrong, um

140 (.) that was (old SM) was in charge

Robert Yeah

Chris Yeah

Jeff But he seems to always have-, it has to be black and white in front of his face as to what has to be done (.) So (.) uh, I hate to be the one to say this,

145 but maybe we should let him go, and the other person go (.) um, because I do think that this is a precedent that needs to be set. I'm not into firing people, but (.) [he's taking a lot of time

Baris [No, but it needs to be done sometimes, [like

150 Robert [yeah

Baris You know, there are consultants underneath him and they're seeing that, what terrible management he does and what this does to the organization because they don't see anybody else

Robert And he, he puts LOL in almost every one of his emails

155 (multiple) ((lau))

Robert I, I liter- I literally (.) it, uh, like I see his email and I wanna (.) like r::ip anything that's in the room, like I get so mad I'm like, "LOL? In a professional email? Are you KIDDING me?

(multiple) ((lau continues throughout))

160 Robert What a (.) what are you thinking?!

(multiple) ((lau continues))

Jeff To (client)? Or to his team?

Robert To his team

Jeff Okay. So, it's easy to jump on the bandwagon and start beating up on

165 him, I agree (.) with what you're saying.

Logan Yeah

Jeff But we have to take responsibility (.) who else has this issue? Sean you mentioned somebody

Sean Oh::: [my P- my PM's fine, it's just that his project's not his priority right

170 now, so (.)

Ivan [Who is that?

Sean It's, whenever he does put his mind to it, then he's great. But like, he just doesn't put his mind to it as much as he should (.) But I, I think, uh, in terms, regards to the leaving discussion, like, more often than not, the

175 threat of potentially, like, leaving the organization is as powerful as potentially firing [them, so

Matt [((snaps))

Sean I mean, like, even maybe having a discussion and be like, "Hey, like, this is (.) not the standards that we set for PMs." Like, um, if you just kind of

180 tell him if his behavior continues, like, this could lead to potentially like leaving the organization or be asked to leave. I think that, I think more

182 often than not, like the THREAT of being asked to leave, like is a pretty  
good motivator (.) or it maybe influence them. So like (.) you could try  
that. I mean, I don't that should be your go-to in terms of like, just like  
185 hey we want to fire you. Like, I think just-- but, if it continues this like  
"LOL should not be in email." If he's not, like holding people  
accountable. Like, that's something that we don't hold our PMs to that  
standard. I mean, if you have a great Senior Consultant, I think, maybe  
you should start using them as a crutch these next couple weeks: (.) Like  
190 see how they kinda step into the role. And if they're doing a great job,  
then like maybe you need to evaluate, like, is it time to ask him to leave  
Baris Yeah  
Sean BUT I think more of the, the THREAT of that is a pretty good in- in-  
influencer and like he may be able to get his act together (.) if he like  
195 even knows that he is under, like, the microscope for [like being under  
Logan [how much longer does he have? Is he a junior?  
Matt He's [a senior  
Robert [He's a senior, so he's got this semester and next semester (.) th- I  
mean, would it, would it be:: (.) would it be okay if I were to just give  
200 my, my SC more of the role? [I would LOVE to do that, but I don't want  
to supersede his power  
Jeff [Yeah (.)  
Jeff One of the things we could do is have a meet with you and me and, um,  
tell them that we're not seeing that progress that we need to see and we're

205                   going to have the SC more involved because clearly there's some issues  
here. This is an important client, a client that's smart, and a client that  
isn't asking for the end of the world (.) and there seems to be, um, chaos  
on the team, you know from the problems you stated. People aren't  
pulling their weight, or aren't accountable (.) So I'd rather put it out on  
210                   the table. Let's you and I handle that?

Robert           Great

Jeff              And my opinion is if it doesn't work out, this is another reason why we  
have SCs

Ivan             Yeah

215 Jeff           Okay? It's not just to say, "Oh we're giving you a title because you didn't  
make it to PM." It's that (.) you're kind of on the bench to go in and if--  
you know, you're the second quarterback. If the first string's not doing the  
job (.) then you have to make a change. This is a learning moment, a  
growth opportunity for each and everyone in this room (.) because you're  
220                   going to have that experience. You're going to have experiences of  
having to fire clients and consultants. You're going to have the experience  
being fired as a client or a consultant. So this is no different than the real  
world.

Adam             Uh, with, with Joe and Jamie, and others like that, you have to be very  
225                   factual in terms of your feedback (.) so: it's easy to say-- it's easy to give  
them feedback that's targeted to their style (.) when it's, you know, it's  
like, "I don't like it how you do your hair." "Well, you know, why am I

going to change that?" or "How do I change that?" Whereas (.) if you can keep it very factual in terms of performance related, versus like character related. You know what I mean?

230 Robert Mm hmm

Ivan Yeah

Adam Jamie and Joe's the type that (.) he'll (.) if he doesn't agree with you, he's not going to do it.

235 Robert Mm hmm

Adam Or he'll do it, but he'll say, he'll say "Robert made me do this, right? This is Robert's. Robert said we should do this." That's Joe, that's Jamie, so you have to be very factual. And I would, I would, I would say, "Here's our expectation, here's where you are," and I'd give them a timeline (1.4)

240 But I'd, I'd look for immediate change.

Jeff Yeah and, because we don't have the luxury of letting things drag on. We're already a third through the pro- through the semester, right? Yeah.

Robert Well he wanted the project to be over in three weeks anyway, so.

(multiple) ((lau))

245 Jeff Yeah

Baris Well, uh, you need to be clear about your warning too. Like, Hey, this is my expectations and you cannot put LOLs or whatever the- specifically he does, this is not acceptable with RWC's professionalism, and: (.) if you keep doing it for the next two day- two weeks (.) you know, we, we

250 need to figure out some other way.

Jeff One other thing, you should think to Adam's point about other specific examples, because he's absolutely right (.) Everything goes over his head, that's what I meant to imply when I said it has to be like black and white for him (.) He has to be able to feel and touch it

255 Baris Karen?

Karen Yeah, we just had a talk with Jamie, and he just kept asking like, "Can you give me more specifics?" And it's so hard with professionalism, because, you know, it's just kind of like an innate quality (.) a lot of people have (.) so it's really hard to describe like what professionalism is

260 to somebody (.) So I would say be very prepared with, like, specific examples, specific things that you would change about it. Um, because he just kept asking, like, "I don't understand, like what do you want me to do differently?" And to us it's implied, but I think to them it's not.

Robert That's true

265 Jeff It's a terrible position to be in when you don't understand

Baris Yeah

Jeff It's happened to me once before (.) You know, I'm beatin' myself up because I don't know what I could do differently, but I'd never gotten any direction (.) In this case, I think there'll be direction

270 (2.2)

Chris Yeah, I think Baris you gotta be involved in that process too (.) you know?

Baris Yeah

Chris Just because (.) I know (previous Student Academic Director) was very  
275 involved in the process, and you're involved as well (.) like he should  
know that it's not really a surprise if you have to let him go eventually  
just because (.)

Baris Um, maybe we can have a meeting with him, Robert?

Robert Yeah, I think that would be great

280 Baris And then see what happens? Give him the time, last warning clearly, and  
then (.) do whatever is needed. I, [I'll follow up with that

282 Robert [Sure

## Clip 16

- 1     Baris            And I don't know how they're gonna do it because some people (.) missed  
                         the first session, some people [will miss the second one.
- Jeff            Yeah that was the problem last time
- Baris            Yeah, [and (.) it's inevitable
- 5     Jeff                [Just kind of a problem
- Baris            Um, but we are keeping track of the attendance.
- Ivan            Ok
- Matt            ((snapps))
- Karen           Hmm mm
- 10    Baris            Um::, okay, this is that, let's see what we have (2.2) um, we have  
                         trainings? that we need to (.) organize (.) we had a meeting with Aaron  
                         and Long (.) yesterday, uh there's excel training we were planning and (.)  
                         um: it's (.) it's kinda like a must (.) we're gonna do it (.) uh: Ahmed (.)  
                         the second year MBA, I don't know how many of you know him, he was  
15                       in SOT last year he's an excel, like, wizard
- Ivan            Yeah yeah
- Baris            So, he organized the excel training in the MBA program and for a non-  
                         profit organization, they wanna do a fundraising through that thing where  
                         whoever wants to donate, they can donate, so we, they they're gonna  
20                       make this open to RWC as well (.) uh, and RWC will donate some (.)  
                         money if: 20 30 people attend so that (.) uh, training, and it's only  
                         advanced and up, um Visual Basic some coding (.) at the, at the last



session which is like three sessions back to back, although with 20 30 on  
November 6<sup>th</sup>, from 1 to 2:30, I guess? (.) Um:: (.) we're gonna send this  
25 out, like (.) since it's already organized, we're gonna leverage that part,  
and we were thinking about a:: BASIC excel training, which is organized  
by the library

Ivan Yeah, the library

Sean Yeah

30 Baris So what kind of-

Jason We'll break it up so people who kind of have more like, advanced, you  
know (.) who kind of have that baseline, they're kind of looking for like  
really special things, um, on the project will kind of go to some of the  
Ahmed session, there's three of them, so: (.) they can kind of pick and  
35 choose whatever works (.) hopefully like somebody on each team can go  
at least, and then everyone else can do like a private little session of just  
like, of kind of the basic course

Baris After figuring out all these details, I will send you and email about those  
trainings so you, just read it to your PMs and teams, everyone knows and  
40 (.) probably, that's a good idea, like one person from each team, go to this  
meeting, uh, training whatever, it would be beneficial for every team (.)  
and, if you think you're, it's going to be really helpful for your  
teammates, cuz it's all excel based project, send the whole team, make,  
make it mandatory or something (1.3) um:: there was financial (.) m- (.)  
45 modeling training, but we thought like it's a very vague thing (.)



Sean Yeah, I mean I-

70 Adam Are you in finance?

Sean ((lau)) Yeah, I know that [library does

Robert [yeah don't be confused with finance, please

Ivan ((lau))

Sean Yeah, one of the, one of the trainings does cover like discounted cash

75 flow model, and such, so, um, the only question I have is like, is this more of like a supplementary, like, you're a part of the organization, like this would be a cool training? Or is it more like actual project based, cuz like the type of modeling that like (.) I cover or that the library would cover is like pretty specific, to like, if you're projecting cash flows, I

80 mean (.) um, so like, does anyone have a project that is like pretty specific, otherwise like, I mean it would be a cool training to put together, like I could definitely help out (.) if need be, but (.) um, for actual project based of like, if this specific like, we could probably like accelerate some type of, like, mini training session, but that'd be fine

85 Baris Um, yeah, well what do you guys think? I don't know about the projects, so

Sean Yeah, so I mean like that really needs to be spe- does anyone have like a project that's pretty specific in terms of like projecting out income statements?

90 Matt Yeah, could you do pro forma statements? Like that?

Sean Like, we, we could like do like a cool training session I think that would be like a cool enhancing skill, I think that like a lot of people need that, need those fundamental, um, so we could work on that (.) um, but yeah, like I said, like the library does do one but it covers DCF, which is

95 probably enough to (.) have enough general knowledge of financial modeling, so we could partner with them, I, I don't know if a lot of guys that are fellows in the library, so, so I could, you know talk, talk about doing a private session (.) or if you wanna hold a separate one for RWC, like I could run it if you want

100 Baris Agreed. If (.) either is fine, if there is something already organized that we can leverage

Sean Yeah

Baris It's gonna be easier for us, maybe and more professional they have computers and [everything

105 Sean [Yeah exactly

Baris You know, everything is set up, uh, even though the participation or interest is huge, we can do two session maybe?

Sean Ok

Baris I (.) um: what do you guys think? How about organizing RWC specific,

110 is it

Robert Yeah, I, I've had experience doing that last semester, um:: we organized a private session with the library and they were very very open very

receptive to it, they, they have the, uh, they have hours that they can, um,  
open the library up you know AFTER hours which we're the only people  
115 in there

Baris Mm hmm

Robert Um, and they're doing very very (.) um, you know intimate session with  
us uh, where it's very, you know, very very question based, you know, if  
they, if one of the consultants has, like, a question, like how would I go  
120 about finding this, they're very descriptive about how you go about  
finding that information (.) um, so if anyone has any sort of project that  
they want to, you know, utilize the resources of the library, (.) um:: g-  
yeah, uh, there's a number of people in there to reach out to and say, hey,  
like, would you be willing to set up a private session, and they'd be more  
125 than willing, in my experience at least

Baris Ok, that's great so let's leverage their resources, um (.) anyone wants to  
take, eh, ownership, or [should we just pass it on to

Sean [yeah, so we need, so who's gonna organize it? I mean,  
if, if

130 Jason I mean we were gonna organize it, I just wanted to get a feel for the  
number of people who had finance based projects, either you guys need,  
or (.) if not, then we can just like kind of do something that is something  
that is knowledge (.) just to try and get (.) kind of a feeling of what we  
need, versus maybe what would be an interest

135 (multiple) um



## Clip 17

- 1 Karen For the trainings, I would just say that we should be sure that people can actually go (.) so like the times that we're designating, people can go, so I don't know how to measure that
- Baris Yeah [that's, that's
- 5 Karen [availability, but we just don't want to set up all these and assume that you know there's 200 consultants and you know (.) 50 will show up when, you know Tuesday nights are busy
- Jeff That's a really good point and Adam and I just talked about it. I think we should start thinking about, him and I, about our families and doing
- 10 things at 7am in the morning instead of leaving here three nights a week at 9 o'clock. Ok? And I don't think there's too many people who have excuses where they can't be there at 7. You guys are certainly here at 7am, and that, you know, gives everybody an opportunity to participate, as opposed to, you know, doing it in the evenings, and now we have to do
- 15 substitute sessions, so we get penalized because someone else doesn't make it there, but 7am there is very few excuses (.) so I think that's the general direction we head (.) if people really wanna learn, they'll be there
- Robert Make SOT compile all the availability in spreadsheets
- (multiple) ((lau))
- 20 Jeff It makes it easier on you guys too, I don't think we need to do that, we just say, hey, starting at 7, if you can't be there, then that's unfortunate
- Karen Yeah

Jeff But I don't think many people are going to have a good excuse  
 Karen You know all of us can look at our teams and then give you [like, two  
 25 nights  
 Baris [yeah  
 Karen That are most free for, [our teams  
 Logan [yeah  
 Baris [actually, that, that, a [good idea  
 30 Aaron [we plan stuff all the  
 time, so that would be helpful if we, you know generally, I mean, that's,  
 that was why last semester we would do like, two sessions, in hopes that  
 like, we can try and at least, you know, get you know most people, um,  
 cuz, you, you can't like serve everyone's availability, but do you guys  
 35 have like good (.) nights or times, please shoot them my way so we can  
 try and compile them, so we know generally what's best  
 Robert What if the gym doesn't open till 7 and I can't get my workout in  
 Logan Pshhh  
 (multiple) ((lau))  
 40 Ivan I think 7's a [good  
 Logan [I mean, like, honestly, I can say, like, that's all my  
 people are free across all my teams at 7am  
 Aaron Yeah, do we wanna move towards like, morning stuff [then?  
 Logan [I would like that  
 45 Aaron Is that, the consensus?



Karen N- you know if everyone had that option

Sean I would say like mandatory training, that could possibly work, but I would say for some of the like the supplemental ones, like if we did like a modeling one that was like mandatory like, I think a lot of people do value the trade off of sleep versus like benefit of additional learning. I think people might be hesitant. I mean, we can try it out, and it's just pure assumption that I making, which is not validated at all. So, I, I definitely think it's worth a try, but I think for the supplemental ones, I don't know, I never seen one. But like I said, I have no validation of the claims.

## Clip 18

- 1 Sean I, I would say with like mandatory trainings that would possibly work, but  
I would say for some of, like, the supplemental ones, like, if we did like a  
modeling one that wasn't, like, mandatory, like, I think a lot of people do  
value the trade-off of sleep versus like (.) uh, uh, additional learning, I  
5 think (.) people might blow 'em off, we could try it out it's just, it's, pure  
assumption that I make not validated at all, so I, I definitely think it's  
worth a try, but, uh, I think for supplemental ones, I, I don't know how  
the attendance is gonna be, but, like I said, I have no validation for that  
claim
- 10 Aaron I mean, I think you have a totally different motivation when you're a  
consultant versus when you're like, you know, in our position right?
- Ivan ((lau))
- Aaron Like, it would have been hard for me to get up at 7am as a consultant,  
even if it was like, the thing I was most interested in, so, pretty  
15 concerning
- Shanti How many people show up to like the early case studies?
- Aaron I, depends, less than the evenings. Probably like, on average, like 8
- Shanti Yeah
- Baris And they have been going down lately,
- 20 Aaron Yeah (.) it was good this week
- Karen But that's more like mandatory, if you're like signing up for it
- Robert Yeah

[illegible]

(multiple) yeah

Aaron It shouldn't take, like, you know just copying and pasting it

Sean Exac- I mean, you-

(multiple) ((agreeing))

50 Robert Email at (gives email)

Baris Email it to you and-

Aaron ((lau)) yeah, I'll I'll send something out just to like, [then you guys can  
send it to me consistently

Sean [alright, cool

55 Aaron And then (.) should be fine

Sean Alright

57 Aaron Worst case we waste like an hour of my time

### Clip 19

- 1 Baris Is it the only way that we can do it, is there any other ways [that-  
Sean [I mean, I  
don't wanna speak for Billy, but Billy just said that he'd be, uh, open to  
give the survey training, and I [think that last semester we had a survey  
5 for our project that me and Shanti were on, and  
Baris [yeah  
Sean =Billy was like excellent in terms of like phrasing and exactly how to  
like, length limit and everything, so I mean, I don't, I don't think formal  
training or whatnot, but I definitely think he's a resource to leverage, cuz  
10 Baris Yeah  
Sean He's like, great at it (.) expertise  
Baris That was, that, that, thing that I was trying to say  
(multiple) ((lau))  
Ivan I, I would send my team there, [for sure  
15 Baris So, uh, should we follow up with you, Billy, afterwards?  
Billy ((nods))  
Baris Ok (.) maybe Jason  
Jason Yeah  
Baris You wanna [initiate it?  
20 Jason [we can talk about it  
Baris Ok, um:: any other trainings that you feel like we should have, or must  
22 have, or your team specifically needs?

## Clip 20

- 1 Ivan Yeah. I think we should do one on like general presentation.
- Sean Oh yeah, absolutely-
- Ivan Like talking to clients, presenting in front of clients, anything like that  
(.) cuz every teams needs it. Every person needs it. Even like people who
- 5 have been here for awhile, probably could use [some training
- Baris [Yeah, [I remember
- Jason [Is it like professionalism or just  
presenting?
- Ivan Like both.
- 10 Sean Yeah
- Ivan Like how to, how to present, say like (.) you're at a deliverable with the  
client.
- Baris Yeah
- Ivan Does and don'ts, general like (.) don't read off your slide, that kind of  
15 thing. Like, we do slide training, but we don't tell-- we tell people how to  
create slides, we don't tell people how to present slides.
- Baris Yeah. I remember we talked about this with you in the first one on one  
[last semester.
- Ivan [Yeah
- 20 Baris I mentioned D- Dardis training that we have in MBA program.
- Ivan Oh::, yeah.

Baris            You, you took it, right? It was (.) and:: you took it, too, Saleem? That was  
incredibly helpful to me. I don't know if [anyone else

Saleem [No, honestly it was a strong help

25     Baris             We, the, it was really professional. They record you. There was kind of like two small groups, like five, six people groups, and it was expensive I guess (.) uh, and the program subsidize it. I don't know wh::at form of education they have available. Can we afford, can we like explore (.) anything with them at professional service?

30 Adam Wh::at what, s- what specifically? I mean is it just (.) how to carry  
yourself? Is it-

Baris            Everything. It's like, um,

Adam            But I mean the need

Baris                      Oh

35 Robert Yeah, I think ultimately the SMs should (.) [probably put that on.

Brandon [Yeah

Robert I mean, we, we've all been around, we've all engaged in a client enough that we, we really understand, you know, what the most effective and appropriate way to do it is. I think for so- some of the new people it's like, okay, like they, they act a little bit too casual when they're addressing and client. Or when they present, they ramble, um things like that. I think, I think, we we we could effectively, as a group, manage that. I don't think we need to go to outside resources, but that's just my opinion.

Adam            We could do a lunch and learn, a couple lunch and learns?

45 Sean Yeah

Ivan Yeah, [I think we could-

Sean [Yeah, I don't think we need to like go above and beyond like,  
but I think, even like, you can just like, Adam and Jeff, they're excellent  
at presenting. Like how to address a client, how to present slides. Um,  
50 like, even if we had a similar lunch and learn. I do do think the need is  
there. For example, I have client meeting with a client, like on campus

Baris Hmm

Sean And like the consultants will just like, just like stare at their laptops, or  
like stare at the slides, and like (.) [not know how to speak properly.

55 Brandon [what?

Sean I, I, I've entrusted, kind of like, tried do this, but I think it does, it's it's  
more powerful when it comes from like uh, some of the directors that  
have been there, done that, that it's fresh new world, and, makes it a lot  
more, it's more tangible

60 Baris Yeah, uh, maybe we can put together things combining a lot of  
knowledge, maybe some from their techniques, because they had some  
really specific techniques, like how you can make eye contact one sen-  
sentence per person, uh, they record you about your filler words and then  
you watch it, you see how many filler you you use. Like you had no idea  
65 before you watch yourself, um:: I maybe recommend them, like, "Hey, do  
this when you go home." Like give them the homework or something.



Jeff By the way, CEOs and senior level managers, they all go through this.  
They have expert coaches and everything. So eventually

Baris Yeah

70 Jeff If, if you can get it now, it's good training

Baris That will be, um, amazing value for everyone in the organization (.) But,  
like, it's a money issue. We can try to [put it (.) together (.) by ourselves.

Sean [Yeah

Baris And I don't know, we can get help from corporate partners, like, when  
75 they come out, do that training, because-

Adam If, if they could do the training

Baris If they could do the training, or they could pay for it, I don't know what.  
Um, because hearing from us is a different issue. Hearing from someone  
who has a nice career and everything is a different story.

80 Sean Uh huh

Karen We have this problem with etiquette dinners for (another program)  
though. Like our sponsors being there puts additional pressure and it's  
supposed to be a learning environment.

Baris Mm hmm

85 Karen So if anybody like wants to get a job with somebody, they're not going to  
feel comfortable like (.) going up and speaking if it's supposed to be a  
learning experience

Adam What if we did a couple lunch and learns?

Ivan Mm hmm

90 Sean Uh, like what kind of set up?

Adam In the past - we haven't done this in a while - but it's just uh, one of these stadium seating classrooms.

Baris Mm hmm

Adam We have sandwiches and it's during 12:00 to 1:00, or 1:00 to 2:00, or

95 something like that

Baris Mm hmm

Adam And we cover specific topics (.) we do a cou- we do two in a row, on a Friday or something.

Baris Yeah (.) that works, uh: does anyone:: (.) think that they can put together

100 some material for it?

Robert What, what if, what if we created like a Google (.) PowerPoint or presentation? And everyone just kinda added slides and things that they thought were necessary to include?

Baris Um::, it might get too messy if everyone-

105 Ivan Yeah, I don't like using those only because those convert really crappy to (.) PowerPoint and it would just-- you would have to redo the entire thing.

Sean Um, I mean, I would-

Robert We would make you do that (lau)

110 Ivan No, I would be fine to, uh, to have that on, but if like, I'll send out an email if anyone wants to meet (.) and then just brainstorm and put

something together over the course of the next few days. I could lead that though

Baris Yeah, if anyone wants to: help Ivan run that-

115 Ivan Should we have like different sessions on different things? Or should it be (.) the same thing and maybe like two or three different opportunities to go to it?

Baris Probably the same thing, two different, two three different opportunities because people don't have-

120 Ivan Ok, yeah I [can do that

Baris [What do you guys think?

Aaron Yeah, I think for presentations it's so universal

Baris Yeah, just one thing, multiple time slots over the week so, you know, more people can [attend.

125 Jason Just make sure we can get that done before the midpoints

Baris [Yeah, oh yeah that's a [real good point

Ivan [Yeah

Sean [yeah

Baris A real timetable

130 Jason Yes

Baris Um, so, can you you come up with something until: next week's meeting?

Ivan Yeah. Yeah, I'll have, I'll have, uh (.) general [things ready

Baris [and Raul, is helping you, right?

135 Raul Yeah

Ivan Yeah, that's fine

Adam Okay (.) I would suggest collecting (.) I, collecting a list of things that you've noticed

Ivan Ok

140 Adam on your teams from everyone. Here's what I've noticed people do (.) wrong and not do effectively

Ivan Ok

Adam And then that's the basis for the training. [All right? Focus on what everybody knows

145 Ivan [Ok

Baris Want to share a link on for Google Doc. [Then we put things that we might want to address?

Ivan [Ok

Baris Would that (.) work?

150 Ivan Yeah we can do that.

## Clip 21

- 1     Baris     Anything else? (.) Issues? (.) Nope? (.) Ok, um:: I know some projects  
has some, like, legal issues, waiting on paper works to get done getting  
data from a client, everything like that for those sort of things, so that was  
evaluation forms that I sent out last night, I was (.) hesitant should I send  
5     it out? Or should I distribute to you guys first and then you make your  
PMs to it? But after I think I send out information with first email saying  
that I will send you one tomorrow and then they're waiting maybe?  
That's why I sent it out, and I also added you two on the emails, of a lot  
of teams are booked already to the internal midpoints schedules—oh  
10    sorry! I'm confused, the evaluation forms we were talking about. That  
thing there was a concern, uh raised by Chris which is really valid. Um::,  
Now with this form, PMs will fill out the consultant evaluation biweekly,  
but SMs are not involved in this this process. Um (.)
- Chris     Yeah
- 15    Baris     I, I, I just but kind of-- that from my understanding last year, I was filling  
out the forms version didn't really, like participate and in that process I  
was thinking that's by design that way. But Chris' point, just
- Chris     So, so the way we had it set up last semester was (.) I mean I'm sure you  
guys know like the PM and SM need to both sign off on it (.) um, but this  
20    time around it was just weird, just k-kind of because I couldn't see the  
survey with my Net ID and I just wasn't, I just don't know what PMs are  
filling out, (.) um: (.) and I just feel that, I mean we talked about how last

semester's tool was not very effective. I feel like this one, I didn't even know what they're filling out. At the end of the day when you're thinking about promotions and all these since we are the ones fighting for the people (.) and if I don't know like, I mean obviously I'm going to have conversations with them, but, uh, I don't really know what they are writing and grading, and putting down on the survey, and what am I gonna like say, where's the one when we're going through PMs and use SMs just my PM said he's good that's why I'm promoting him (.) it doesn't really say anything (.) um, and so I just don't know if this is like the best way (.) to do it.

Karen Do they get like a receipt (.) of their (.) inputs?

Baris What they filled?

35 Karen Do they get an email of what they filled out? Because I would have my PMs send me that each week, (.) and then I could like review it at least.

Logan It's just-

Baris To my knowledge, they don't get (.) their

Logan Can we::, that's what I did, too

40 Ivan SOT get's it, right?

Brandon Yeah, through Qualtrics?

Ivan Yeah, I mean, do you think you could send it to the SMs or

Baris Can, can we set it up that way, Brad? Do you know, if like (.) it, if someone fills it out, can they get a copy?

45 Matt Other survey software that works?



Baris [yeah, definitely, we can we can do it Friday::s, for the PAST two weeks,  
like (.) uh, the previous

70 Ivan Yeah

Baris Friday was the last day of the evaluations, so:. But (.) again we need to be  
consistent if we decide doing it this way, like years, that was the purpose  
but I heard - not only me - a lot of people were just filling out by  
themselves, Um, We need to make sure like, you are filling it out, you're  
75 making a rule with your PMs and saying that, when we meet, we are  
going to fill it out. Don't fill it out by yourself. Let's have discussion and,  
have it filled out always when you're sitting down together. Is it, is it a  
good way, or (.)

Ivan I mean when I talked to my PMs, I said like at least the first one and  
80 probably the first few I would like to do it together, I think by the end of  
the year they could go ahead and do it on their own. I just want to set the  
base line, so I've got meetings set up with me PMs to go through that.

(2.6)

Baris So::

85 Chris Well I basically tell my PM I just want to see everything that you submit  
(.) So (.) it doesn't necessarily have to be doing it together sometimes,  
what Karen said, you could like do it and then send it and then review it  
kind of thing. But I think (.) like it's very, it's very easy for us to kind of  
slip through, slip through the cracks I guess (1.2) I don't know, s-some  
90 weeks you can just kind of feel a little lazy, and just forget about it



Baris So you think-- what is, what should be the right way?

Chris I don't know, like, it just the way- the way that this thing is set up now,  
[it's like, it's similar to last semester (.) they're like (.) I don't even know  
what the survey is

95 Saleem [isn't it?

Baris Oh, survey's (.) uh, showed it at, uh, last minute, right?

Karen It's just the gradings without the like

Chris Oh yeah, yeah

Long Yeah, very simplified

100 Saleem Isn't there a review process you could go through where all the data gets  
input into a new survey and sent to the Senior Manager? Isn't that  
something you can explore through Qualtrics?

Baris Yeah we can (.) like every (.) cycle you get a copy, one of them filled out

Saleem Yeah, and as a reviewer so you approve them

105 Baris Hmm, ok

Saleem I mean you could ask how this, how they would do it

Baris Yeah, I have no idea, but we can test them and be like hey, when it's  
done, everybody filled out, download the things and then send to-

Jason Yup

110 Baris Like required

Jason Yeah, cuz you can see the individual responses

Baris Yeah

Jason It's a little bit messier than I expected it to be

Baris Little bit messier [but I think

115 Jason [like a lot messier

Baris Yeah

Jason Um, we'll see what we can do

Baris Is it better (.) to do approval later? Or filling out together the first time?

((mumbling))

120 Baris To me, at least first three cycles - which I think in total we're going to have five of them filled out because it's already like four or five weeks into the projects and it's biweekly - but then we have four or five cycles to fill this thing out. Maybe first three, everyone makes sure that you're filling out with your PM? (.) so they get used to creating, they get used to

125 the process, then you know what they're doing. Maybe last two they can fill out by themselves. We can try download the thing and forward it for the next, uh the last two

Sean Um, like, something I did in the past is, I used for the first one, I-like the PM to score, like scoring themselves (.) just so that they get a little taste

130 of as to, how they score. And we then we kind of walk through it after, be like is this person really exceeds, or is it really below (.) and first-- it's always worked out in the sense that the PM has a like a reflection process as we go over it. Cuz like If they score themselves the first time, it's like their actual scores, like the way that they grade (.) to like their inflation or

135 whatever else. And like when you do it with them the first time, I noticed that the SM usually like puts a lot of their say into it

Baris                    Hmm

Sean                    So::, um if you want to do it with your PM, I would take an air of caution  
 135                    that you're not influencing too much of how you score or how you view  
                          the consultants, because this is an exercise for the PMs to learn to be able  
                          to review and give guidance to the consultants. So, uh, I would just also  
                          give them creative freedom while you're still giving feedback, but don't  
                          like influence like, oh, this person's definitely this, it's definitely that. Cuz  
                          otherwise it's just an exercise where the PM just inputs whatever you say.

140                    So I just wanted to raise that point.

Baris                    Yeah, yeah (.) thank you (0.8) um, but at some point you might influence  
                          them, you might need to influence them, because you have three PMs.  
                          One is saying excellent, excellent, excellent. Another one's saying  
                          average, average, average. At the end of the semester this data is going to  
 145                    be like really by variance

Ivan                    Mm hmm

Baris                    Because of their perception (0.4) I don't think (.) one team has all  
                          excellent people, but someone filled out that way (1.3) In, in In other  
                          team's are all just average, average, average (.) So, like having the SM  
 150                    oversight at the first [couple of weeks

Sean                    [yeah

Baris                    Maybe try and align everybody's understanding of what average mean,  
                          what excellent means (2.3) So (1.4) are you going, like--?

Sean                    Yeah, yeah, yeah

155 Baris Sitting down in the first (.) three of them?

Sean Yeah, yeah

Baris Uh, then, please you communicate to the PMs because I didn't, uh (.) I completely like (.) uh (.) missed this point until Chris raised it. So you tell them "Hey, if they filled out the first one, it's okay. The second and third

160 one, make sure you sit down with them and then you understand all three PMs are about the same grading level, because you're seeing consultants as well. You can't say, "Hey, this is not excellent. Like (.) I have another excellent person and they graded it that way." But, you know, kind of adjust to your understanding, I'm going to pull out together. (1.2) Good?

165 Ok. Um:::

## Clip 22

- 1 Chris So I feel like a lot of PMs plan like rehearsal in,  
Logan Mm hmm, yeah  
Chris So then as part of the rehearsal why not-- why don't we send a deck out to  
the PM and have them go over it and then rehearse (.) before the  
5 midpoint?  
Baris Then [why don't we-  
Chris [So each team is going to do it on their own.  
Baris This, there's some exercises and other things, right? Why:: why don't we  
train PMs on this slide-back or whatever, how we, how we take and go  
10 through with their teams?  
Chris So like instructor notes or something like that?  
Baris Yeah somehow.  
Ivan [I mean  
Karen [Isn't the PM training before that?  
15 Ivan Yeah, [I was gonna say-  
Baris [no, we don't (.) the PM trainings are (.)  
Ivan Shoot, cuz I was going to say a 30 minute block during a PM training  
would like-  
Baris That would be [great actually  
20 Ivan [would (.) yeah (.) that would do the [trick  
Shanti [We can all like also  
just like have it during our office hours, so people could just come in and

we could all just go through it, depending on who needs help or- cuz you said specific people know, right? So-

- 25 Ivan I think so (2.3) Do we think we get enough people in office hours?
- Brandon No
- Chris No
- Karen Are you saying that the PMs should come in and get trained by us?
- Shanti No, the specific consultants like could come into all of our office hours,
- 30 whoever-- like whatever time works best for them
- Jason I feel like that would take low priority in peoples schedule if they had to come in
- Ivan I think the best way to do would be through SM to PM to team, because then they can apply for a specific project (.) Like some projects are more
- 35 tailored around like presenting more of your research or sometimes they're not
- Baris Yeah, so, maybe we don't do the, the big training, but SMs instruct PMs how they can train their teams in the rehearsal or pre-rehearsal thing?
- Ivan Yeah, I think logistically we might- it might be best to do it at a 30
- 40 minute block during the PM training. I know it's before-- it's after client midpoint, but like, maybe we can just have a significant improvement from midpoint to final and that'll show that jump anyway
- Baris Ok
- Aaron Right, that's good

45 Matt I was (0.9) thinking, my first thought was (.) if each SM takes it upon  
themselves to look at their teams and see who (.) would benefit most from a  
training like this

Ivan Mm hmm

50 Matt And seek it out individually. My second thought was why don't wait (.)  
until we do all of the midpoints to really get a gauge of where everyone's.  
And then we can be maybe more specific and direct in who we want to be  
with, because I think just doing it now, asked our audience, we're not  
going to give them feedback, but if we could give them feedback. Or if  
we could tailor it, "Look I've seen this person, they're good, they're  
55 comfortable. But these three, can I set something up with just them with  
my PM?" You know it's more (.) customizable, as opposed to beforehand,  
where you don't do it beforehand where you don't know, where  
everyone's at-

Raul I mean I would rather them at least have some guideline before they go,  
60 and if they retain it then that's great, if they don't that's also fine, but  
then you can go through and customize afterwards. Otherwise you go into  
the client midpoint and (.) it looks bad if they don't do anything

Matt Yeah (.) fair

Baris I think like, the chain thing, SM PM and teams, should be like the pre  
65 thing before the internals and other midpoints, and if you still see some  
people are really struggling, maybe we could organize a session for

consultants, uh before the finals and then have them-- PMs can't say that,  
"Oh, you two have to go, or you three should go."

(multiple) ((lau))

70 Ivan Yeah (.) I mean ((clears throat)) one thing one thing I thought of, is like  
after, as far as like when to do this, like after our client midpoint we  
might just like, we were thinking like just like, like, sk-, like not doing  
our regular client call, and just doing it then, being like, I'm not going to  
worry about the content of the project for one meeting, we're just going to  
75 worry about, like, how do we improve the way we deliver our messages  
(.) and like just block it out during that time (1.2) I don't know (.) is that,  
is that appropriate, do you think people would give up one team meeting  
in order to work on this?

Saleem Yeah, I think so

80 Baris Alright (1.7) So:: (.) let's do it then (.) Dedicate just one meeting to this  
training, you guys set up time with your PMs, instruct them, how it's  
gonna be and if we can be present when they're going through with their  
teams, um: (.) I think that's the easiest way and most customized towards  
the teams that, since they, know like who are they're dealing with.

85 Chris Are we still trying to get the deck out by the end of this week or-

Baris Probably, yeah

Chris Cuz I feel like some midpoints are not (.) nex-, the following week. Both  
of my projects are actually pushed back, so (.) I could do it easily before  
the midpoint



90 Ivan Yeah. I mean, I've got, I've got basically three slides of instruction, and then I wanted to do like two or three different exercises within it. Um, because I mean a lot of it's like basic information, and just like better to see it in practice. So that's why I need help in the coming up with appropriate exercises for it. So I know Long said he would help out if

95 anyone else wants to just get, get together on it this weekend and (.) come up with our guidelines.

Baris Ok, and (.) will you, like at the next SLT meeting, will you walk through—

Ivan Yeah

100 Baris Exercises and introduce it to us, so SMs can go to PMs and then (.) instruct them?

Ivan Yeah

(2.8)

Karen What kind of exercises are you thinking?

105 Ivan I'm thinking like one thing would be like showing them like a sample bad like, say like Matt and I were to act out, like he would be the client and I would be the consultant, you know, and I would be just like, say "Like yo, man, like this is what we've got this week."

((lau))

110 Ivan Like that kind of thing. Like a good and bad example sort of thing, and then (.) maybe come up with a situation where we put them in groups and it's like, "Alright, your client is X, they're very stubborn." Something like

that like create a fictional client that they would have to handle, to see how they would deal in a specific situation and then (.) I don't know (.)

115 that's the thought, where they would be put in a situation where they have to deal with a specific type of client, um and they have to practice how they would go about approaching them and we could critique. "Hey, this is maybe a red flag with a client like this, let's avoid that." That kind of thing.

120 Karen Hmm (.) Could you also include, like (.) uh, different types of slides that they would have to present. So maybe like, very quantitative [versus like lots of words, like how do they synthesize?

Ivan [yeah (.) mm hmm, yeah

Ivan It's a good idea

125 Chris For bad examples, I wouldn't like, go to the extreme [of

Sean [yeah, yeah yeah

(multiple) [(lau))

Ivan That stuff's obvious, you're right, your right

Baris Ok

130 (multiple) ((lau))

Baris Can we like, move on to the next one. Anything else about the (.) training representation? (.) Right, thanks

### Clip 23

- 1 Ivan When are interviews? The first week?
- Long For next semester? [It's uh
- Baris [yeah, yeah
- Brandon When do they apply by, though?
- 5 Chris What's the deadline?
- Long So our plan was actually, uh
- Baris Figure it out?
- Long Yeah, our plan was actually have them go to these info-sessions, right,
- 10 and hopefully up by the end of it so starting that Friday, it would actually
- be fall break I think, so we want them to fill it out during all break then
- that gives us a lot more time to just kind of like (.) go through the
- application and make sure that it's ready one by one
- Baris [That's-
- Jason [So we have an early deadline to kind of encourage everyone [to apply
- 15 Long [Yeah
- Jason Yeah
- (multiple) mmm
- Jason And I know this has been done before
- Ivan So your thought would be to have applications posted by November 14
- 20 [on Friday?
- Long [yup
- (.) that's, have them do it over fall break

Ivan [That's good

Brandon [How do we make those dates known right now?

25 Baris Um, we're gonna like, announce everything on the RWC website, and I think we should (.) contact too all these like [student association groups-

Chris [yeah

Long Yeah, uh, we got the uh, distribution part of it, [so

Jason [we just need to figure out

30 the dates s::o we can work with it

Long So just (.) do you guys prefer Monday, Tuesday, or Wednesday and just having different dates, or having it the same day?

Robert Monday

Long Monday?

35 Karen [Tuesday

Ivan [I could do Monday or Wed- er, Monday or [Tuesday

Long [So Monday and Tuesday, two separate ones (.) NOT on the same day, yeah, yeah, is that fine?

((mumbling))

40 Long Ok, and do you think like half of of you guys could show up for our info section?

Logan [Yeah

Ivan [Yeah

Brandon I could show up Tuesday

45 (multiple) yeah

Baris And, there was another discussion, should we bring some (.) eh if you can, like, alumni, or RWC veteran who would really benefit from this experience and then they [can testify things

Brandon [Yeah

50 Baris Or maybe new consultant they just (.) come in and they, they had a great experience, they can talk about it.

Long Mm hmm

Baris Like not only us speaking, but there's some (.) different people who are not (.) in the leadership, in the organization currently

55 Matt That's a great idea

Baris Should we try? Would it be (.) effective?

Saleem I think [that would be very (.) good

Ivan [yeah (.) if we can get 'em here on a Monday night

(multiple) ((crosstalk, lau))

60 Baris Alright, uh, let's keep that in mind. And one other question was, does anyone feel a lack of talent, skillsets in their team, like "You know what, I don't have enough engineering knowledge in my team, I don't have enough (.) um (.) medical knowledge because me project is part of this." If you can give some ideas about like how do we, I don't have enough of

65 this talent in the organization, and should we-

Brandon I have too many MBA's on my team

((lau))

## Clip 24

- 1 Shanti I had (job interview) last Friday
- Adam Oh, how was that?
- Shanti It was okay. I'm not sure how it-- I wasn't prepared for that group case (.)
- 5 It was pretty intense, like. I thought it would be just like a regular case interview, but in a group, but, they like to give you like a thirty case (.) full of like stuff that was all important, and you go through and they're just like observing, but don't, like, say anything. And then, at the end of the two hours you like go off and present to like the whole managing structure and senior managing board.
- 10 Adam Hmm
- Shanti It's like this whole big board room, so, it's kind of intense, but, I don't know, hopefully it went well (.)
- Logan Um, dinner tonight? With (client), so we just (.) pick a place and everything, or is it-
- 15 Adam Yeah, good question, umm
- Logan Not sure what to-
- Adam Yeah, (.) I'd say, um, maybe something downtown, we can do (restaurant) or
- Logan Ok
- 20 Adam Something easy:
- Logan Yeah
- Adam Where we don't have to make a reservation

Logan        Yeah

Adam        (1.3) How many of the team can go?

25 Logan        So, if we're doing it a little bit later:: (.) like if we start the dinner around  
six... I think a few people have class, five to six, two of them. The rest are  
good even at five. So do we want to do a s::ix?

Adam        Yeah, I mean I've told... the reason I gave, I gave them two times. I said  
we could go at five or seven and he said either would work

30 Logan        Ok

Adam        So, even six-thirty.

Logan        Ok

Adam        Well, even, I think I told them five or seven

Logan        Ok, so I can just do seven then

35 Adam        So we can just do seven

## Clip 25

- 1     Baris            Not enough people, so, uh:: let's start with the, the presentation training, I  
like, question, everyone did it? Went through it? Was it helpful?
- Karen           Can you put it on the drive?
- Baris            ((mumbles))
- 5     Ivan               Yeah, I think Long's got the last one
- Karen           And you sent it to me but, but I-
- Ivan               Yeah, I'll get it from (.) uh
- Baris            You done it yet? (.) Ivan?
- Ivan               I haven't done it yet, actually
- 10    Baris               Oh, you will put it on the drive?
- Ivan               Oh, I'm on it, I'm on it, yes
- Baris            Ok
- Ivan               Sorry, words are just (.) there's a disconnect between here and there right  
now
- 15    Jason               Don't burn that brain out
- Ivan               Yeah seriously, it's gonna happen (.) I'll put it up there though, um::
- Baris            Ok



## Clip 26

- 1 Jason So, one of my PMs recently just gave me a little bit different perspective shift that now I'm trying to teach all my PMs, I forgot who it was, I wish I could give them a credit for this (.) um, but the- the guy was like closing out a branch of an issue tree, so it's almost like you know (.) like this
- 5 week like what branches of the issue tree, what question are we just gonna, finish and say we're done with? I mean and by having a sort of finalized the question moment, we've really found it easy to translate that into a storyboard and like come to the midpoint and so (.) um, I think it's just nice to be able to say , "Oh, we've-- we've figured this out, and we're
- 10 done with this and here's where we're gonna move forward" Um, it's, it's a perspective I didn't have before, that like (2.4)
- Baris All of those things can be included as part of SOP at the project initiation, maybe? Like that four documents that you talked about. And then maybe we can design a training around the SOP we will create. And then, like,
- 15 make sure everyone's following that steps and what that means, next semester. (1.3) So (.) this is really good discussion going on here. I think we are getting close (.) but we should take one more step to make this thing happen now (.) Um:: we need some people who will shape this up, put it on a format, and, like (.) kind of like, articulate whatever is here,
- 20 compile it, maybe refine, refine, and then make it ready for next semester, um: Logan?
- Jason I could work on that

Baris Ok, because I think because Logan is also kind of wanting to work on this. If you (.) two want to start working on it-- Jason, can you put those  
25 four things on this?

Jason Yeah, absolutely, I'll do it, do you want me [to just do it now

Baris [I think yes, they're great  
points, like

Jason Yeah

30 Baris They're standard, if everyone (.) adopts the same methodology, probably is going to help

Jason Yeah, I can, um, we can talk later about, like, how (.) you want me to jump in and contribute with that, but I can write something about that too. Um, I think I've got some stuff already documented from showing it to  
35 PMs

Karen Um, what format do we want to: store this in?

Baris Yeah

Karen Like, is it going to be a book? Is it going to be, like, just (.) another kind of Excel sheet?

40 Jason Like online?

Baris Um, I'm, I'm in favor of keeping it simple::, checklist type of thing.

Karen Hmm

Baris And we might have a more elaborate version, maybe like, "Oh, I don't understand what this means," like a booklet [for PMs?

45 Aaron [Or maybe just like a PDF

Robert Like a user manual

Baris Yeah, like a user manual

Robert For standard operating procedures

Baris Job, job aid kind of thing?

50 Jason Yeah (.) I'd really like to see - and I can take part of this if you want to see just part of this - I'd really like to see a semester at a glance (.)

Baris Mm hmm

Jason That we can just share that addresses like, when certain events need to happen throughout the process. Because it means that a lot of things are

55 similar and that's what I'm realizing. Um, I can talk more about this later, but, um I think we should just like have like this is what this semester, like, typically looks like. Regardless of what your project is, cuz these are the different boxes you would check (.) I mean I would have loved to have that as a PM.

60 Baris So [does-

Adam [does, does anyone read manuals?

Karen ((lau))

Robert I mean, I would be the PM, or my other PMs

Adam Really?

65 Robert He reads things I put out like every week

Adam That's good (.) I mean, my, my sense is (.) most don't read the manual (.) most don't read the instructions

Baris So what is it creating then?



Baris Yeah, yeah

Logan I, I mean I would like to have that someone looking over, like all my PMs, like basically a spreadsheet with (.) what we have decided are the

95 important milestones, So I see what's coming up. I can, you know, between me and my PM, or you know, we can check whether they have it done, whether I think they have it done, and I can just get an idea (.) very quickly. Look at this sheet and see: who's falling behind, who's (.) keeping up. I think-- I mean, that would be really-- just to look at that

100 every week by myself, I would love to be able to see that

Baris Yeah

Karen And I think if it's, like, ingrained in the form, it also helps:: to serve as a reminder for SMs. Because at least for me, um, my projects start to get on different timelines.

105 Baris Mm hmm

Karen And I need a reminder of like, "Oh yeah, that scoping document isn't done. Like, I need to check up on that." And because you're juggling, like, lots of things, it's easy to forget. So I think if it's kind of infused into the system then, you're even, you know, forced to look back at it, which

110 is good.

Adam I think, Robert, you're exceptional for reading. I keep going to the manual and-

(multiple) ((lau, crosstalk))

Adam I, I'm saying, so like, you know, past years the SLT has created these

115 awesome manuals of best practices, and such, and (.) some read them,  
and they benefit (.) But most don't read them.

Jason I think this starts with the SM role, just like (.) [make- yeah

Saleem [you gotta push it

Jason Make, making people aware that it exists (.) a:nd like following up about

120 it, right? [Like

Adam [But if it's not built into the process-

Baris SMs, we forget, [it's-

Adam [it's all (.) based on individually (.) [do you want to do  
it or not

125 Baris [and (.) there's this  
like, knowledge got out that um like, maybe 8 maybe 10 of us will leave  
and then a new 8, 10 will come, and they don't know about this  
discussion right now (.) how we expect them to bring it, that comes back  
to reading (.) I think that definitely we create the:: process embedding

130 these things in. So they will have to see it, like, "Oh, it's here. Let me fill  
it out."

Adam And maybe you have a guide people will refer to (.) checkboxes, the  
scoping document, or a storyboard. I don't know how to do storyboards.  
Ok, here's this resource on this

135 Baris I think we n-- we need that like booklet-mail-type of thing to begin with.  
Then we can put that process into our: bi-weekly forms or create an Excel  
sheet, since we don't have a, a like comprehensive platform that we can

put everything on yet. Um, (.) why don't we start with like putting it on a PDF format, kind of briefly explaining what is it. And then the next step,

140 embedding this process into the, the timeline of the project (.) Is it (.) fair?

Chris We could do it the other way around too, with the timeline first and then-

Logan It might be easier down the line, you know?

Chris Remember I made a spreadsheet for that over the summer?

145 Baris Yes

Chris Do you think it's helpful if I set it out?

Baris It is, yeah, yeah, um, yeah, that was a good one. I asked Chris like, "Hey, what—SMs will face throughout the semester, and how we can remind them to do those things?" So he time lined everything on excel

150 spreadsheet. Probably (.) it would help

Chris SMs at least

Baris So, uh::, Robert, Logan (.) are you like okay with like combining these things in the form of an Excel checklist?

Logan Yeah, yeah. I definitely (.)

155 Baris Jason you [wanna

Logan [I would like to [see it done, so::

Jason [yeah, yeah, I'm glad to help out especially with like this semester timeline and stuff cuz I think, like I said, I think we've got a lot of it done plus we have Chris

160 Ivan Yeah

Baris And, we can also keep the thread going on about it, hmm, any ideas, concerns

Adam Writing a manual can take a lot of time

Baris Uh-huh

165 Adam When you get down to like (.) wordsmithing and formatting

Baris Mm hmm

Adam So I would like to see you stick with [the- checklist, or timeline

Logan [a checklist (.) ok

Adam It's easier to write a book after you have the (.) bullet points

170 Jason Yeah, I think- in my mind, success with what we're trying to do right now would consists of like a checklist and a timeline

Baris Yeah [yeah checklist and timeline

Jason [yeah, those would be like the two things we're gonna create

Logan Yeah

175 Baris Ok, so, let's revisit this in next week's meeting, like we see (.) how-- how was the process done and how the last version looks like [and then we'll discuss on it

Logan [yeah, yeah, I think that it would be another good thing to bring up at the board meeting

180 Baris Yeah

Logan Like we have people. So, you know::, like a managing director is someone with a lot of projects

Baris Yeah



Logan            Like just—what, what tools do they use to keep track (.) you know at the  
185                like multi-project level, how are you tracking progress with the- you  
                    know

Baris            Exactly, and I think the other thing is-

Adam            In my experience (advisory board member) will say, "Get away from the  
                    tools and focus on the people"

190 Baris            Yeah

Adam            And then (other board member) will say, "Here's our Dashboard."

(multiple)      ((lau))

Adam            So it will be interesting to see what happens with that.

194 Logan            Yeah

## Clip 27

1      Baris      Uh, this (.) new timeline here, for-- okay, I can't read it. Okay, maybe I  
can (.) So we came up with the idea: of having a priority application (.)  
um, deadline, right after midpoint before we go to Christmas break,  
because Aaron brought up a good point. Like, if we give them until  
5      January 11. They will be, "Okay, I will apply over the winter break" and  
then they forge::t. We reduce the momentum of the info session. So we'll  
tell them, "Hey, this is priority. If you apply it here, you're getting hear  
back sooner and then you know that you're getting an interview or not."  
So hopefully, we get the most (.) uh interest out of info sessions (.) Then  
10      the first one will close like (.) Wednesday, um: the 19th of November (.) I  
think it's right before we leave for, right, break, right? Okay. And that'll  
be-- and then the ongoing application term until:: January 11, which is,  
like, to get all the rest of the, um: applications. So we, will have two  
resume screening cycle as a SLT but we put quite a bit of time, like  
15      buffer time, but it's not going to be like we have two days to screen them  
and then write them. We have at least one week for each (.) so this time  
I'm planning way ahead (.) Um (.) then communication, everything is,  
better structured right now. I don't know if you guys took a look at it (.)  
but I didn't think there's a problem with this timeline. If you catch  
120      anything, you can let me know. It's in the Google Drive, uh, it's name is  
(name) (.) so:: any (.) questions, concerns?



45                   being lazy. So if we could try and get people while they're at campus, it's  
going to be (.) the best. But I don't know if that'll happen though

Baris And priority maybe-- actually, priority, if we get 100 applicants for: maybe 30 spots, we can kind of like speed the resumes in like maybe 23, 24 people for that, or whatever, like little less than capacity. And then second application line may have limited spots for first round interviews. Not sure, it's just an idea.

Karen Well you just-- you can't really determine where the quality candidates will be.

Baris                      Mm hmm

55 Karen So like, somebody can hear about it later on and just apply later, and they  
can be just as good of quality (.) [as the priority people

Baris [yeah

Logan I just don't want to discourage anyone (.) like, from thinking like, "Oh, I didn't make priority." I mean, I did have some people this fall, (.)

60      Baris                      Oh

Logan      You know, who were like, "Oh, like, I missed the first one. I'm just going to wait," and they still had time to apply but they just (.) I don't know, it was like a [mental block there.

Baris [They feel a disadvantage

65 Logan They see that they missed that first. It mean, it's not really that [big of a  
deal, but-

Baris [ok (.) so let's  
find something [else to call it

Jason [ok (.) earlier or round one would work

70 Baris Ok

Sean Early, like early add

(multiple) [((crosstalk))

Logan [Yeah, early add, there you go, like early add tells them better

Jason That's fine

75 Baris Ok

Chris Ok, so it's November 19 the deadline?

Baris Yeah. For that one? Yes.

Jason It's Wednesday before you leave

Chris Cuz I would just change period to deadline, cuz I might think that that's  
when it opens.

80 Jason Yeah

Robert And Baris, I noticed just one small thing on the (.) first round interview  
applications

Baris Yeah

Robert And the first round interview sign up deadline. Those dates are-, just (.)  
85 they're off

Baris Wh- which one? First round:-

Robert Sa-, it's Saturday the 16<sup>th</sup> to Sunday the 18<sup>th</sup> (3.2) it's just, it's something  
small

## Clip 28

- 1 Baris We need to change the perception
- Chris Yeah
- Baris So: okay. And there's one quick (.) problem with your PM, if-- does anyone have a better, like, has a solution to this?
- 5 Logan I just had a PM that checked out yesterday, just told me in a meeting that like she's—RWC's now pretty much at the bottom of her list of priorities and (.)
- Karen Who's this?
- Jogan Amy Wen- she just said it like, "I'm graduating, I have interviews. I'm not
- 10 going to be at client calls really anymore. I'm leaving the country before the final, and I'm not going to be back so you're going to have to figure it out." So-
- Ivan Dang
- Baris That's brutal, so-
- 15 Logan AND the team does not have any strong performers that are natural, like PMs that can step up, so (.) I'm not really sure what to do there (lau)
- Chris How would Stephen do?
- Logan I mean (.) but the problem (.) I just (.) ((sighs)) I mean she hasn't, and it's not like she's doing a great job at the post point
- 20 (multiple) ((lau))
- Logan So when she told me she was going to be putting in even less effort, I'm really not sure how that's possible

(multiple) ((lau))

Logan But (.) yeah ((lau)) So I'm not-

25 Chris Sorry Logan

Logan Eh, it's ok. It's all right. I should have seen it coming.

Baris Does anyone has like a really really strong person who can take over project at this point?

Logan I mean, I, I honestly just want someone who knows how to make slides.

30 Like, I'll tell them, like guide the scope of the project and help them get (.) content. But if someone has, like, a REALLY enthusiastic SC that could quickly understand this HR turnaround project - this is completely ironic, but this is an HR turnaround project –

(multiple) ((lau))

35 Logan But, but someone that just could make really good slides

(multiple) ((lau continues))

Logan And will be willing to, like, stay up a couple extra hours before big presentations, and like (.) I don't know

Ivan Do we want to pull someone from another area

40 Baris Just an idea, [we, we have someone?

Logan [I don't know. I mean-

Chris What if you pull a consultant (.) from the bench (.) that I KNOW is going to put in time for that

Karen [Who is it?

45 Logan [If, yeah, if I could just-- if I could just have someone-

(multiple) ((lau))

Logan But I can't-- I can't introduce a new PM to the client at this point (.) but  
if-- I mean, I'll just essentially take over a lot of the sort of PM-- if they  
can just really help me make slides and so I'm not-

50 Long You know Logan, I can help you with that, so maybe I'll just parachute in

Karen Long [saves the day!

Logan [If, if you're willing to do that-

Long Well, well

Baris Can I just ask you a question?

55 Adam I, I would advise against that, okay?

Long Yeah?

Adam Nothing against you

(multiple) ((lau))

Adam It would be too much work for you

60 Ivan Yeah

Adam I would get someone (.)

Ivan Fresh

Long I mean, Amy was my recommendation, so (lau)

(multiple) ((lau))

65 Brandon Did you bring her on?

Ivan Should we do what, like Chris said, or is it-- is it like healthy to take a  
consultant off a project and say, "Oh you're going to help out on this  
one."



Logan I mean, it really-- it's too much to wrap their head around for the most par  
70 (.) I just don't have-- there are no (.) like good consultants on the team  
that can really (.) step up.

Baris Ok

Logan Yeah, most of them don't come, they're just meeting anyways

Chris Pshh::

75 Ivan It's a disaster team

Logan It is, yeah

(multiple) ((lau))

Jason Logan's entire team is not invested in the project

(multiple) ((lau))

80 Baris Anything creative or if you have any solutions that-

Logan Yeah

Robert The whole team needs to be dropped

Long Why, why don't I talk too::, Amy? Is there-- is there like no- like no  
returning?

85 Logan I mean if-- she's like, "My parents are like coming in from outside the  
country and like I have to be with them every minute of the day because  
they don't speak English and like they're very demanding." And she's like  
so-- like the last thing, she's like, "I got interviews." Our client calls on  
Friday afternoon. She's not going to be there (.) and she just told me, "I'm  
90 letting you know like I will not be putting in effort, really anymore."  
She's like, "I think the project will take care of itself,"

(multiple) ((lau))

Logan Which is COMPLETELY not true (.) at all, but (.)

(multiple) ((shocked noises))

95 Chris Yeah, it's better to get a new PM

Logan Exactly. Yeah, it's better

Baris Do we have any stellar people on the bench?

Chris I mean, based on my, in-, initial interaction with a (.) couple of them, I mean I can't guarantee::, but, I (.) I mean-

100 Brandon Yeah, we have- we have one that's like (.) enthusiastic but I have no idea. We've never really seen her do any work-

Chris Right, So I don't know if you're gonna spend more time teaching her-

Logan ((prolonged breath in))

Karen We have like three weeks-

105 Jason Yeah, she (.) doesn't (.)

Chris So (.)

Logan I mean, I'm probably-- I'm just-- I do have one I mean (.) I have one person I can kind of (.) I'll see what he can do (.) but (.) My strongest performer is also graduating (.) and, you know, he's not gonna (.) I mean,

110 he's just not gonna give the time in that I know. Like if if he was a sophomore and, like, had (.) the potential to advance, he'd definitely would be something good, but (yeah) the rest are just first semester consultants and just (.) aren't enthusiastic anyway, so::

Chris What if we (.) pull Jen?

115 Baris            Hmm

         Shanti        Jen said that she was extremely busy this semester as it is

         Chris         When did you talk to her?

         Shanti        About two weeks ago

         Chris         Oh

120 Baris            That was the reason she didn't come back

         Chris         I know. I talked to her

         Baris           OH! This (.) Jue (.) came back, and emailed me. He was a deferred PM.

                         He went to China, uh, asked for his promotion, and he's really

                         enthusiastic. He's like can I help with something, I'm back.

125 Logan          All right, yeah.

         Chris         Let's do it.

         Baris           Do you want him?

         Logan         Good call

         Baris           Ok, alright, good,

130 (multiple)      Now! ((lau and crosstalk))

         Jason         Starting, like, tomorrow. Ok let's go!

         (multiple)      ((lau))

         Jason         Jue, we need you!

134 Baris            Ok cool. So let's move to the...

## Clip 29

- 1 Baris Ok, good (.) And there was-
- Brandon [(crosstalk)
- Baris [One more- one more new idea for SLT board meeting. Um, to increase  
the interaction, like, now we have two meetings - like one in Spring, one  
5 in Fall - that's the only time they hear back or contribute. Can we do like  
a pilot run of this idea this semester. And pair, like pairing of SMs with  
the board members voluntarily, if they want. Like, "Hey, I want to  
participate, and I really wanna work on, like or give my feedback on the  
SOP initiative this semester." And let's say Logan is working on it, we  
10 pair you up with that board member, and then maybe you update them  
monthly, have a phone call, like, "That's the progress. That's where we're  
at. We had this challenges." Like, keep them in the loop, get their  
feedback continuously. And this also has this close networking or  
interaction with you, which will probably help you, whoever is  
15 participating in that from the SLT.
- Logan Are they not paid?
- Baris I, I, I don't know how many (.) of the board members will (.) [be able to  
do it
- Logan [yeah
- 20 Baris Or have a time for it, or like the idea. But I just want to introduce this as a  
pilot run. Maybe one, if we get two volunteers (.) to do it one semester on  
two specific topics, if you get two, and then review the results next board

meeting. Like get their feedback, "Okay, I think it was a good (.) thing. Board member help me to see this," and then the other person would say,

25 "Oh, that was a good way of staying touch with RWC," or whatever. If it picks up we can keep doing it.

Logan I like it

Chris So this is like a mentorship program?

Baris Yeah, sort of.

30 Robert Let's do it

Baris Ok (.) So:: I just wanted to share it before we go there (.) so you don't hear it for the first time

Ivan ((lau))

Baris And (.) any slides that you have or you might want to include in the board

35 meeting, you can send it to me like tomorrow::, like 5:00, 6:00 PM? And I'll put together the deck Wednesday night. I'll share it with you hopefully Wednesday night, so you can view everything. If you catch things, let me know, fix things. If anyone wants to relive the whole thing, like who's really good with slides. I'll be really happy to have that help

40 (7.6)

Long I'll be able to help

Baris Ok ((lau))

Sean I didn't know, I, I-

((crosstalk))

45 Baris Ok, so, yeah that's: I think tha'ts all we need so far

## APPENDIX C - TABLE OF JACCARD COEFFICIENT FOR ALL CLIPS - CLUSTERING

Node A	Node B	Jaccard's	Node A	Node B	Jaccard's	Node A	Node B	Jaccard's
Cases\\Ivan	Cases\\Baris	1	Cases\\Ivan	Cases\\Adam	0.482759	Cases\\Shanti	Cases\\Aaron	0.277778
Cases\\Karen	Cases\\Jason	0.772727	Cases\\Jason	Cases\\Aaron	0.478261	Cases\\Shanti	Cases\\Adam	0.277778
Cases\\Chris	Cases\\Baris	0.75	Cases\\Saleem	Cases\\Brandon	0.473684	Cases\\Shanti	Cases\\Sean	0.277778
Cases\\Ivan	Cases\\Chris	0.75	Cases\\Jeff	Cases\\Adam	0.470588	Cases\\Shanti	Cases\\Karen	0.272727
Cases\\Matt	Cases\\Chris	0.727273	Cases\\Jason	Cases\\Brandon	0.458333	Cases\\Jeff	Cases\\Jason	0.26087
Cases\\Karen	Cases\\Baris	0.714286	Cases\\Robert	Cases\\Aaron	0.454545	Cases\\Shanti	Cases\\Chris	0.26087
Cases\\Karen	Cases\\Ivan	0.714286	Cases\\Robert	Cases\\Adam	0.454545	Cases\\Saleem	Cases\\Raul	0.25
Cases\\Jason	Cases\\Baris	0.678571	Cases\\Saleem	Cases\\Karen	0.454545	Cases\\Shanti	Cases\\Matt	0.25
Cases\\Jason	Cases\\Ivan	0.678571	Cases\\Sean	Cases\\Robert	0.454545	Cases\\Shanti	Cases\\Robert	0.25
Cases\\Logan	Cases\\Chris	0.608696	Cases\\Logan	Cases\\Karen	0.44	Cases\\Shanti	Cases\\Baris	0.241379
Cases\\Matt	Cases\\Baris	0.607143	Cases\\Robert	Cases\\Logan	0.434783	Cases\\Shanti	Cases\\Ivan	0.241379
Cases\\Matt	Cases\\Ivan	0.607143	Cases\\Adam	Cases\\Aaron	0.428571	Cases\\Jeff	Cases\\Brandon	0.238095
Cases\\Robert	Cases\\Baris	0.607143	Cases\\Saleem	Cases\\Baris	0.428571	Cases\\Long	Cases\\Adam	0.235294
Cases\\Robert	Cases\\Ivan	0.607143	Cases\\Saleem	Cases\\Ivan	0.428571	Cases\\Shanti	Cases\\Jason	0.227273
Cases\\Jason	Cases\\Chris	0.6	Cases\\Matt	Cases\\Jeff	0.421053	Cases\\Long	Cases\\Brandon	0.222222
Cases\\Karen	Cases\\Aaron	0.590909	Cases\\Jason	Cases\\Adam	0.416667	Cases\\Long	Cases\\Logan	0.222222
Cases\\Karen	Cases\\Chris	0.576923	Cases\\Sean	Cases\\Jason	0.416667	Cases\\Saleem	Cases\\Jeff	0.222222
Cases\\Brandon	Cases\\Baris	0.571429	Cases\\Shanti	Cases\\Logan	0.411765	Cases\\Shanti	Cases\\Raul	0.222222
Cases\\Ivan	Cases\\Brandon	0.571429	Cases\\Logan	Cases\\Adam	0.409091	Cases\\Long	Cases\\Baris	0.214286
Cases\\Jeff	Cases\\Aaron	0.5625	Cases\\Sean	Cases\\Brandon	0.409091	Cases\\Long	Cases\\Ivan	0.214286
Cases\\Saleem	Cases\\Jason	0.55	Cases\\Sean	Cases\\Logan	0.409091	Cases\\Matt	Cases\\Long	0.210526
Cases\\Chris	Cases\\Brandon	0.541667	Cases\\Karen	Cases\\Adam	0.4	Cases\\Raul	Cases\\Aaron	0.2
Cases\\Matt	Cases\\Karen	0.541667	Cases\\Saleem	Cases\\Logan	0.4	Cases\\Sean	Cases\\Raul	0.2
Cases\\Robert	Cases\\Karen	0.541667	Cases\\Sean	Cases\\Jeff	0.388889	Cases\\Long	Cases\\Jason	0.190476
Cases\\Baris	Cases\\Aaron	0.535714	Cases\\Sean	Cases\\Chris	0.384615	Cases\\Raul	Cases\\Brandon	0.1875
Cases\\Ivan	Cases\\Aaron	0.535714	Cases\\Saleem	Cases\\Robert	0.380952	Cases\\Long	Cases\\Karen	0.181818
Cases\\Sean	Cases\\Baris	0.535714	Cases\\Matt	Cases\\Logan	0.375	Cases\\Raul	Cases\\Jeff	0.181818
Cases\\Sean	Cases\\Ivan	0.535714	Cases\\Karen	Cases\\Jeff	0.363636	Cases\\Shanti	Cases\\Saleem	0.176471
Cases\\Saleem	Cases\\Matt	0.526316	Cases\\Sean	Cases\\Adam	0.363636	Cases\\Raul	Cases\\Jason	0.157895
Cases\\Logan	Cases\\Brandon	0.52381	Cases\\Robert	Cases\\Matt	0.36	Cases\\Raul	Cases\\Karen	0.15
Cases\\Matt	Cases\\Aaron	0.52381	Cases\\Jeff	Cases\\Baris	0.357143	Cases\\Long	Cases\\Jeff	0.142857
Cases\\Sean	Cases\\Karen	0.521739	Cases\\Jeff	Cases\\Ivan	0.357143	Cases\\Raul	Cases\\Adam	0.125
Cases\\Robert	Cases\\Chris	0.52	Cases\\Brandon	Cases\\Aaron	0.347826	Cases\\Saleem	Cases\\Long	0.125
Cases\\Logan	Cases\\Baris	0.517241	Cases\\Brandon	Cases\\Adam	0.347826	Cases\\Raul	Cases\\Logan	0.117647
Cases\\Logan	Cases\\Ivan	0.517241	Cases\\Jeff	Cases\\Chris	0.347826	Cases\\Raul	Cases\\Matt	0.111111
Cases\\Chris	Cases\\Aaron	0.5	Cases\\Logan	Cases\\Aaron	0.347826	Cases\\Robert	Cases\\Raul	0.111111
Cases\\Chris	Cases\\Adam	0.5	Cases\\Logan	Cases\\Jason	0.346154	Cases\\Raul	Cases\\Baris	0.107143
Cases\\Karen	Cases\\Brandon	0.5	Cases\\Matt	Cases\\Adam	0.333333	Cases\\Raul	Cases\\Ivan	0.107143
Cases\\Matt	Cases\\Brandon	0.5	Cases\\Sean	Cases\\Matt	0.333333	Cases\\Long	Cases\\Aaron	0.105263
Cases\\Matt	Cases\\Jason	0.5	Cases\\Shanti	Cases\\Brandon	0.333333	Cases\\Sean	Cases\\Long	0.105263
Cases\\Robert	Cases\\Brandon	0.5	Cases\\Logan	Cases\\Jeff	0.3	Cases\\Robert	Cases\\Long	0.095238
Cases\\Robert	Cases\\Jason	0.5	Cases\\Long	Cases\\Chris	0.285714	Cases\\Raul	Cases\\Chris	0.090909
Cases\\Saleem	Cases\\Aaron	0.5	Cases\\Robert	Cases\\Jeff	0.285714	Cases\\Shanti	Cases\\Long	0.076923
Cases\\Saleem	Cases\\Chris	0.5	Cases\\Saleem	Cases\\Adam	0.285714	Cases\\Raul	Cases\\Long	0
Cases\\Sean	Cases\\Aaron	0.5	Cases\\Sean	Cases\\Saleem	0.285714			
Cases\\Baris	Cases\\Adam	0.482759	Cases\\Shanti	Cases\\Jeff	0.285714			

# APPENDIX D - FULL GRAPH OF % OF SPEAKER USAGE OF EACH STRATEGY AND SUB-NODE

	Aaron	Adam	Baris	Brandon	Chris	Ivan	Jason	Jeff	Karen	Logan	Long	Matt	Raul	Robert	Saleem	Sean	Shanti
<b>Nodes\\Bonding</b>	68.9%	78.8%	67.3%	63.0%	74.8%	68.2%	69.5%	76.3%	72.1%	68.5%	62.1%	60.5%	82.4%	80.8%	75.2%	75.2%	78.8%
Nodes\\Bonding\\In-group terms	4.8%	7.8%	7.6%	7.4%	9.3%	16.0%	9.0%	10.2%	6.9%	8.5%	5.3%	7.5%	11.8%	9.7%	13.7%	11.8%	12.1%
Nodes\\Bonding\\Pronouns	62.4%	69.0%	58.4%	54.3%	61.8%	50.1%	59.6%	65.1%	63.7%	59.2%	55.8%	51.4%	70.6%	69.4%	59.5%	61.4%	64.6%
Nodes\\Bonding\\Pronouns\\1.PL	14.7%	12.2%	13.7%	16.0%	9.6%	12.4%	12.2%	9.8%	10.0%	5.6%	11.6%	9.5%	0.0%	7.3%	13.7%	8.9%	7.1%
Nodes\\Bonding\\Pronouns\\1.SG	22.0%	19.4%	11.2%	11.1%	21.5%	15.4%	19.5%	15.6%	17.7%	25.6%	17.9%	16.6%	11.8%	22.5%	10.5%	25.2%	21.2%
Nodes\\Bonding\\Pronouns\\2.SG	7.9%	16.8%	10.9%	7.4%	8.2%	5.3%	9.6%	14.2%	6.7%	4.7%	7.4%	8.3%	11.8%	6.4%	11.1%	6.0%	8.1%
Nodes\\Bonding\\Pronouns\\3.PL	2.5%	6.1%	7.8%	3.7%	4.8%	3.0%	3.2%	5.4%	3.9%	6.2%	5.3%	3.6%	29.4%	4.7%	7.2%	3.8%	5.1%
Nodes\\Bonding\\Pronouns\\3.SGF	0.3%	0.3%	0.2%	2.5%	2.5%	0.4%	0.3%	0.0%	0.2%	7.4%	0.0%	0.0%	0.0%	0.2%	0.7%	0.0%	3.0%
Nodes\\Bonding\\Pronouns\\3.SGM	0.6%	2.6%	1.8%	6.2%	2.0%	1.6%	0.0%	7.1%	5.7%	1.4%	0.0%	0.8%	0.0%	16.1%	5.9%	4.7%	8.1%
Nodes\\Bonding\\Pronouns\\3.SGN	14.4%	11.6%	12.9%	7.4%	13.0%	12.1%	14.8%	12.9%	19.6%	8.3%	13.7%	12.6%	17.6%	12.1%	10.5%	12.7%	12.1%
Nodes\\Bonding\\Shared experiences	1.1%	2.0%	1.3%	0.0%	3.4%	1.2%	0.6%	1.0%	1.2%	0.8%	0.0%	0.4%	0.0%	0.9%	2.0%	1.6%	2.0%
Nodes\\Bonding\\Slang	0.6%	0.0%	0.1%	1.2%	0.3%	0.9%	0.3%	0.0%	0.2%	0.0%	1.1%	1.2%	0.0%	0.7%	0.0%	0.4%	0.0%
<b>Nodes\\Directing</b>	6.2%	4.6%	4.4%	17.3%	7.6%	5.0%	7.3%	4.7%	4.5%	4.1%	4.2%	8.3%	0.0%	4.7%	4.6%	2.7%	5.1%
Nodes\\Directing\\Direct speech act	0.8%	0.3%	0.4%	2.5%	1.4%	1.4%	1.2%	0.7%	0.6%	0.4%	0.0%	1.6%	0.0%	1.9%	1.3%	0.0%	0.0%
Nodes\\Directing\\Disagree	0.3%	0.0%	0.2%	1.2%	0.0%	0.3%	0.3%	0.0%	0.2%	0.6%	0.0%	1.2%	0.0%	0.0%	0.7%	0.2%	1.0%
Nodes\\Directing\\Indirect speech act	2.8%	2.0%	2.2%	4.9%	2.3%	1.2%	1.5%	2.0%	0.6%	0.8%	1.1%	2.0%	0.0%	1.2%	0.7%	1.1%	1.0%
Nodes\\Directing\\Interruption	2.3%	2.3%	1.6%	8.6%	4.0%	2.2%	4.4%	2.0%	3.1%	2.3%	3.2%	3.6%	0.0%	1.7%	2.0%	1.3%	3.0%
<b>Nodes\\Encouraging</b>	20.9%	10.7%	24.0%	16.0%	12.5%	24.5%	19.5%	13.9%	20.6%	22.3%	27.4%	30.0%	11.8%	11.1%	17.0%	20.3%	14.1%
Nodes\\Encouraging\\Encouraging	19.2%	8.7%	20.7%	13.6%	10.8%	21.7%	16.6%	10.2%	18.7%	19.8%	25.3%	27.3%	11.8%	10.0%	12.4%	17.6%	13.1%
Nodes\\Encouraging\\Encouraging\\Agreement	16.1%	7.0%	18.3%	9.9%	8.8%	17.4%	13.1%	9.8%	15.7%	17.3%	21.1%	19.0%	11.8%	8.8%	11.1%	15.4%	13.1%
Nodes\\Encouraging\\Encouraging\\Agreement\\Snaps	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	0.0%	0.2%	0.0%
Nodes\\Encouraging\\Encouraging\\Back channeling	0.6%	0.3%	0.5%	1.2%	0.6%	0.4%	1.2%	0.0%	0.4%	0.0%	1.1%	0.4%	0.0%	0.0%	0.7%	0.7%	0.0%
Nodes\\Encouraging\\Encouraging\\Direct invite	0.8%	0.6%	0.5%	0.0%	0.6%	1.2%	0.9%	0.0%	0.4%	0.6%	2.1%	0.4%	0.0%	0.0%	0.0%	0.4%	0.0%
Nodes\\Encouraging\\Encouraging\\Repetitions	1.7%	0.9%	1.4%	2.5%	0.8%	2.5%	1.5%	0.3%	2.2%	1.9%	1.1%	1.2%	0.0%	1.2%	0.7%	0.9%	0.0%
Nodes\\Encouraging\\Exploring new idea	1.1%	0.9%	1.2%	2.5%	1.1%	1.0%	1.5%	1.4%	0.6%	0.8%	0.0%	0.4%	0.0%	0.5%	0.0%	0.2%	0.0%
Nodes\\Encouraging\\Exploring new idea\\Direct questions	0.0%	0.0%	0.1%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nodes\\Encouraging\\Exploring new idea\\Inviting to share	1.1%	0.3%	0.2%	1.2%	0.3%	0.3%	0.9%	0.7%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nodes\\Encouraging\\Exploring new idea\\Silence	0.0%	0.6%	0.9%	0.0%	0.8%	0.8%	0.6%	0.7%	0.4%	0.6%	0.0%	0.4%	0.0%	0.2%	0.0%	0.2%	0.0%
Nodes\\Encouraging\\Synthesis	0.6%	1.2%	2.1%	0.0%	0.6%	1.8%	1.5%	2.4%	1.2%	1.7%	2.1%	2.4%	0.0%	0.7%	4.6%	2.5%	1.0%
<b>Nodes\\Modulating</b>	1.7%	2.9%	1.3%	0.0%	1.4%	0.6%	1.7%	2.4%	2.0%	3.9%	3.2%	0.4%	0.0%	2.1%	2.6%	0.7%	1.0%
Nodes\\Modulating\\Diminish a threat	1.4%	0.9%	0.6%	0.0%	0.3%	0.3%	0.6%	0.7%	0.2%	1.2%	1.1%	0.4%	0.0%	0.2%	1.3%	0.0%	0.0%
Nodes\\Modulating\\Elevate a threat	0.3%	2.0%	0.7%	0.0%	1.1%	0.4%	1.2%	1.7%	1.8%	2.7%	2.1%	0.0%	0.0%	1.9%	1.3%	0.7%	1.0%
<b>Nodes\\Recommitting</b>	2.3%	2.9%	2.9%	3.7%	3.7%	1.6%	2.0%	2.7%	0.8%	1.2%	3.2%	0.8%	5.9%	1.2%	0.7%	1.1%	1.0%
Nodes\\Recommitting\\Confirm	0.3%	0.9%	0.9%	0.0%	1.4%	0.1%	0.6%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
Nodes\\Recommitting\\Future	0.8%	2.0%	1.7%	3.7%	1.7%	0.3%	0.3%	2.0%	0.6%	0.4%	2.1%	0.4%	5.9%	0.9%	0.0%	0.2%	1.0%
Nodes\\Recommitting\\Org Values	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Nodes\\Recommitting\\Promise	1.1%	0.0%	0.1%	0.0%	0.6%	0.9%	0.9%	0.9%	0.0%	0.6%	1.1%	0.4%	0.0%	0.2%	0.7%	0.7%	0.0%

# APPENDIX E - GRAPH OF SHOWING INDIVIDUAL CONTRIBUTIONS TO EACH STRATEGY AND

NODE		Aaron Adam Baris Brandon Chris Ivan Jason Jeff Karen Logan Long Matt Paul Robert Saleem Sean Shant Total																			
		244	272	1120	51	264	528	239	225	354	353	59	153	14	341	115	337	78	4747		
Nodes\\Bonding	Nodes\\Bonding\\In-group terms	17	27	126	6	33	124	31	30	34	44	5	19	2	41	21	53	12	625		
	Nodes\\Bonding\\Pronouns	221	238	971	44	218	388	205	192	313	305	53	130	12	293	91	275	64	4013		
	Nodes\\Bonding\\Pronouns\\1.PL	52	42	227	13	34	96	42	29	49	29	11	24	0	31	21	40	7	747		
	Nodes\\Bonding\\Pronouns\\1.SG	78	67	186	9	76	119	67	46	87	132	17	42	2	95	16	113	21	1173		
	Nodes\\Bonding\\Pronouns\\2.SG	28	58	181	6	29	41	33	42	33	24	7	21	2	27	17	27	8	584		
	Nodes\\Bonding\\Pronouns\\3.PL	9	21	129	3	17	23	11	16	19	32	5	9	5	20	11	17	5	352		
	Nodes\\Bonding\\Pronouns\\3.SG.F	1	1	4	2	9	3	1	0	1	38	0	0	0	1	1	0	3	65		
	Nodes\\Bonding\\Pronouns\\3.SG.M	2	9	30	5	7	12	0	21	28	7	0	2	0	68	9	21	8	229		
	Nodes\\Bonding\\Pronouns\\3.SG.N	51	40	214	6	46	94	51	38	96	43	13	32	3	51	16	57	12	863		
	Nodes\\Bonding\\Shared experiences	4	7	22	0	12	9	2	3	6	4	0	1	0	4	3	7	2	86		
Nodes\\Bonding\\Slang	Nodes\\Bonding\\Slang	2	0	1	1	1	7	1	0	1	0	1	3	0	3	0	2	0	23		
	Nodes\\Directing	22	16	73	14	27	39	25	14	22	21	4	21	0	20	7	12	5	342		
	Nodes\\Directing\\Direct speech act	3	1	6	2	5	11	4	2	3	2	0	4	0	8	2	0	0	53		
	Nodes\\Directing\\Disagree	1	0	4	1	0	2	1	0	1	3	0	3	0	0	1	1	1	19		
	Nodes\\Directing\\Indirect speech act	10	7	36	4	8	9	5	6	3	4	1	5	0	5	1	5	1	110		
	Nodes\\Directing\\Interruption	8	8	27	7	14	17	15	6	15	12	3	9	0	7	3	6	3	160		
	Nodes\\Encouraging	74	37	399	13	44	190	67	41	101	115	26	76	2	47	26	91	14	1363		
	Nodes\\Encouraging\\Encouraging	68	30	344	11	38	168	57	30	92	102	24	69	2	42	19	79	13	1188		
	Nodes\\Encouraging\\Encouraging\\Agreement	57	24	305	8	31	135	45	29	77	89	20	48	2	37	17	69	13	1006		
	Nodes\\Encouraging\\Encouraging\\Agreement\\Snaps	0	0	0	0	0	2	0	0	0	0	0	16	0	0	0	1	0	19		
Nodes\\Encouraging\\Encouraging\\Back channeling	Nodes\\Encouraging\\Encouraging\\Back channeling	2	1	8	1	2	3	4	0	2	0	1	1	0	0	1	3	0	29		
	Nodes\\Encouraging\\Encouraging\\Direct invite	3	2	8	0	2	9	3	0	2	3	2	1	0	0	0	2	0	37		
	Nodes\\Encouraging\\Encouraging\\Repetitions	6	3	23	2	3	19	5	1	11	10	1	3	0	5	1	4	0	97		
	Nodes\\Encouraging\\Exploring new idea	4	3	20	2	4	8	5	4	3	4	0	1	0	2	0	1	0	61		
	Nodes\\Encouraging\\Exploring new idea\\Direct questions	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	3		
	Nodes\\Encouraging\\Exploring new idea\\Inviting to share	4	1	4	1	1	2	3	2	1	1	0	0	0	0	0	0	0	20		
	Nodes\\Encouraging\\Exploring new idea\\Silence	0	2	15	0	3	6	2	2	2	3	0	1	0	1	0	1	0	38		
	Nodes\\Encouraging\\Synthesis	2	4	35	0	2	14	5	7	6	9	2	6	0	3	7	11	1	114		
	Nodes\\Modulating	6	10	22	0	5	5	6	7	10	20	3	1	0	9	4	3	1	112		
	Nodes\\Modulating\\Diminish a threat	5	3	10	0	1	2	2	2	1	6	1	1	0	1	2	0	0	37		
Nodes\\Modulating\\Elevate a threat	Nodes\\Modulating\\Elevate a threat	1	7	12	0	4	3	4	5	9	14	2	0	0	8	2	3	1	75		
	Nodes\\Recommittng	8	10	49	3	13	12	7	8	4	6	3	2	1	5	1	5	1	138		
	Nodes\\Recommittng\\Confirm	1	3	15	0	5	1	2	0	1	1	0	0	0	0	0	1	0	30		
	Nodes\\Recommittng\\Future	3	7	28	3	6	2	1	6	3	2	2	1	1	4	0	1	1	71		
	Nodes\\Recommittng\\Org Values	0	0	4	0	0	2	1	1	0	0	0	0	0	0	0	0	0	8		
	Nodes\\Recommittng\\Promise	4	0	2	0	2	7	3	1	0	3	1	1	0	1	1	3	0	29		
	Total	354	345	1663	81	353	774	344	295	491	515	95	253	17	422	153	448	99	6702		